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Intended for teachers of special classes of educable mentally retarded children aged 6 to 8 (mental age = 3.5 to 4.9), the guide stresses skills necessary to the development of physical, personal and social, and vocational competency. An introduction defines philosophy and goals, outlines the educable mentally retarded program and the readiness program, and explains the use of the guide. Suggested units include (1) citizenship and patriotism, (2) home and family, (3) foods, (4) shelter, (5) clothing, (6) travel, (7) recreation and leisure, and (8) the seasons. Each of the units provides an introduction and lists objectives and motivational activities. Suggested activities are arranged according to the skills and competencies being developed. Bases for evaluation, films, and books and stories for children are also listed for each unit. A bibliography for teachers cites curriculum guides (five), books (23), periodicals (two), filmstrips (19), and records (26). A bibliography for parents includes six items. Appendixes provide forms for pupil evaluation and parent permission for field trips. (bw)

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EDUCABLE MENTALLY RETARDED

LEVEL I

Curriculum Bulletin

Number 601

Fort Worth Public Schools

Fort Worth, Texas

1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EDUCABLE MENTALLY RETARDED

LEVEL I

Curriculum Bulletin
Number 601

Fort Worth Public Schools
Fort Worth, Texas
1968

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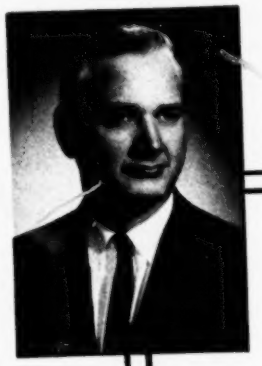

Foreword

Traditionally, the major purpose of the Fort Worth Public Schools has been to provide a curriculum to meet the needs of all children and youth. One of the needs of human beings is to become self-sustaining members of our society. To help all children become contributing citizens, many programs have been developed for children with special problems. One such special program is for the educable mentally retarded.

This publication is the first of a proposed series of curriculum guides in life experience areas designed for the educable mentally retarded. Its major goal, as a publication, is improvement of instruction for these children.

The practical aspect of the guide forecasts a realistic preparation for life adjustment. Proper implementation of the guide will more nearly insure for each mentally retarded pupil the development of adequate personal adjustment, appropriate work habits, and worthy social attitudes. Every effort has been made to present a format which presents each prescription for learning in a developmental sequence.

No program can be successful without creative teachers; therefore, teachers are urged to exercise their ingenuity in implementing the suggested activities and to explore freely the possibilities of additional activities. Hopefully, this guide with its suggested activities will foster unity rather than uniformity in the curriculum for the educable mentally retarded.

Julius Truelson
Superintendent of Schools

January, 1968

Production Record

This Level I guide is the first in a proposed series of curriculum guides for the total program of the educable mentally retarded with I.Q. 50-70, inclusive. It was written to provide a first step in a cohesive program for the retardate from age 6 through 21 years of age. The goals and general plan of this bulletin follow closely those of the curriculum guide for the Educable Mentally Retarded provided by the Texas Education Agency.

All teachers of Level I, educable mentally retarded, prepared sample units for study by the writers prior to the initial writing of this guide. The teachers listed below deserve the major credit for the actual research and writing.

Mrs. Minnie Alice Suo

Mrs. Helen Willemin

We are deeply indebted to them for performing this task. We also express our appreciation to Miss Reba Jones, school psychologist, for her advice on psychological evaluation.

To Miss Josephine Kelly, Director of Special Education, without whom this publication could not have been completed, we want to give special recognition for her work in the organization and editing of this guide.

The Curriculum Department of the Fort Worth Public Schools coordinated, edited, and published this curriculum bulletin.

Harold Graves

Mr. Harold Graves
Director
Curriculum and Research

January, 1968

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Introduction

Part One

Introduction

A curriculum for all children and youth is based on a philosophy of providing for the individual differences in pupil growth and development. This is true for the educable mentally retarded child. For this reason, a separate and distinct curriculum has been provided for them. A child may enter this program when he is diagnosed as mentally retarded on reaching school age or at any time thereafter. He follows this sequential curriculum until he completes the seven levels of the program or is terminated because he can no longer profit from the program.

The objectives are the attainment of physical competencies, personal and social competencies, and vocational competencies through a program of personal and functional experiences. The program is so structured that each pupil may progress at his own rate of development without undue tension, pressure from his teacher, or comparison to other children.

Skill areas and areas of developmental growth are interwoven into these three broad goals of the program. They are introduced sequentially as the pupil reaches his particular level of physical, emotional, and intellectual maturity. Repetition is needed, not in isolation, but in relation to the three areas of competency.

This guide, designed for Level I, provides sequential goals with suggested activities for the teacher of educable retarded children six to eight years old.

I. PHILOSOPHY OF EDUCATION FOR RETARDED CHILDREN

Special education for the mentally retarded is based on the philosophy that all children are entitled to education with opportunity to develop to their highest potentials and capabilities at their own rate without undue pressure from the teachers.

II. GOALS

The goals of the program are (1) Physical Competency, (2) Personal and Social Competency, and (3) Vocational Competency.

Skills are taught, re-taught, and over-taught, not in isolation, but in relation to the three areas of competency.

Education presents a continuous challenge to the individual according to his maturational level and should be centered around his experiences and immediate needs. It is important that the total educational objectives for the mentally retarded pupil place less emphasis on academic proficiency and more stress on acquiring means for self-dependence and adjustment in society.

III. THE EDUCABLE MENTALLY RETARDED PROGRAM

A. The Special Class

While good teachers in regular classrooms may, in certain instances, provide appropriate learning situations, it is doubtful that the typical elementary or secondary class can be flexible enough to provide adequately for the majority of retarded children. Just as all fields of education have become more specialized, so has the education of exceptional children. The mentally handicapped succeed most efficiently when teachers with special training work in special settings with special materials. The special class with this teacher with special training and special equipment has emerged to provide the developmental program needed by the educable retarded.

A desirable facility for a special class should offer more than a regular classroom. It should provide a space for the various special work areas, provide at least four advantageously located electrical outlets, provide easy accessibility to the nurse's office, running water, and toilet facilities, and be located near regular classrooms of approximately the same age group.

The enrollment in special classes is controlled by a state formula. Fort Worth must provide an average of a fraction over 13 pupils per class. Levels I and II classes carry smaller enrollments and Levels V to VII may carry as many as 17 or 18 students.

B. Identification of the Educable Mentally Retarded

The mentally retarded individual is one who deviates from the normal in mental ability and educational potentialities. These deviations are not in kind but degree. He has the same desires and impulses as a normal individual, and there is evidence that these exceptional children can become self-sustaining to a greater or lesser degree.

Children who are mentally retarded are characterized by some or all of the following traits.

1. Seem to show limited potential for academic learning
2. Seem to be unable to reason in the abstract and have difficulty solving problems
3. Seem to have difficulty generalizing and transferring learnings
4. Appear to be emotionally immature and socially inadequate
5. Are not able to work well independently
6. Find it difficult to follow directions

C. Eligibility for Special Class Placement

1. Have a full scale I.Q. score between 50 and 70

2. Have a mental age of 3.5 years or over

3. Have a chronological age of 6 to 21 years as of September 1

4. Have a potential for acceptable adjustment in the class

5. Have predictable potential for occupational competency

6. Have control of body functions

7. Reside in the Fort Worth Independent School District

D. Referral Procedures by the Principal

1. Obtains psychological evaluation

2. Counsels parents toward special class placement

3. Provides Special Education forms for parent to complete or have completed, including Application Form (Form 878), Medical (Form 891), and Parent Permission (Form 886)

4. Completes School Referral Form (Form 879) and directs all completed forms to the Records Clerk, Office of Psychological Services or to the Office of Special Education

E. Admittance to the Program

The Screening Committee for Special Education will determine eligibility of the pupil for special class placement. The Director of Special Education will notify the parent, by mail, of the decision of the Screening Committee (with a copy to the referring principal) and, when space in a classroom is available, the copy of the Enrollment Form (Form 890) shall be sent to the parent for presentation to the receiving principal; the duplicate copy shall be forwarded to the receiving special teacher.

When the pupil presents the enrollment form to the receiving principal, this principal shall, within three days, notify the Office of Special Education on Form ED-51 of the assignment of the student to a special class. In like manner, when a student withdraws, a report on form ED-52 shall be sent to the Office of Special Education within three days after the withdrawal.

F. Intellectual Evaluation

1. Intelligence Quotient (I.Q.)

Intelligence is the capacity of the individual as a whole to act purposefully, to think rationally and to deal effectively with his environment. This capacity is composed of abilities which are quantitatively different although not entirely independent. Intelligence tests attempt to measure these abilities.

The intelligence test results (I.Q.) represent the position of the individual with respect to the other individuals of similar age. The I.Q. varies according to the specific instrument used and the particular abilities it was designed to measure. No test samples all abilities, therefore it does not represent all of the child's mental development.

2. Mental Age (M.A.)

Mental age is based on the technique of scoring tests in terms of age units and does not represent that children with similar mental ages but dissimilar chronological ages will function alike. The mental age represents the rate of mental growth and development and is one criterion for predicting academic potential. It is not sufficient to establish a diagnosis of mental retardation alone.

Converting of I.Q. to M.A. may be accomplished by the following formula:

$$\frac{\text{C.A. (in months)} \times \text{I.Q.}}{100} = \text{M.A. (in months)}$$

Caution: These conversions should be used only as a very gross estimate. Particular caution should be used in generalizing from I.Q. scores on tests two to three years old.

IV. READINESS PROGRAM

The curriculum content for Level I is based upon mental and physical health, social experiences, sensorimotor development, language development, use of common materials and work habits, and attitudes. Since the child in Level I has a mental age below 6 years, the activities provided for the development of the language arts will be readiness activities. The teacher will begin to provide pupils experiences that will prepare them for instruction in reading, mathematics, and spelling. This is the period of reading readiness, number readiness, and vocational readiness.

The following guidelines for Level I are restrictive since over-extension into the academics can be detrimental to the pupil.

A. Language

1. Goals

a. Oral communication

(1) Communicates needs

(2) Understands limited directions

(3) Gives first and last name

(4) Recognizes and names familiar objects

(5) Participates in simple conversation

(6) Retells stories

(7) Tells story content of a picture

(8) Tells age and address

b. Listening skills

(1) Listens attentively

(2) Follows simple directions

2. Sequential skills (mental age of 6)

a. Discusses personal experiences

b. Composes language charts

c. Composes sentences for pictures

d. Dramatizes simple plays

B. Reading

1. Goals

a. Purposeful listening

b. Purposeful talking

2. Sequential skills

a. Matches object to object

b. Matches object to picture

c. Purposeful imitating

d. Auditory discrimination

e. Auditory comprehension

f. Visual discrimination

g. Visual comprehension

h. Left-to-right orientation

i. Associations

j. Sequence of ideas

c. Matches picture to picture

d. Differentiates between large and small shapes such as circles and squares

e. Recognizes circles and squares

f. Differentiates between primary colors

g. Recognizes and names the primary colors

h. Reproduces large block pattern from 3 to 6 pieces

i. Reproduces small block pattern from 3 to 6 pieces

j. Traces a simple design with crayon and then pencil

k. Completes a design with pencil

l. Reproduces vertical line from chalkboard

m. Reproduces simple vertical line from paper

C. Arithmetic

1. Goals

a. Recognizes quantitative concepts

b. Develops concept of one, two, three

c. Develops one-to-one relationship

d. Recognizes relationship of numbers and number words

e. Applies counting to objects

2. Sequential skills (mental age under 7)

Refer to bulletin Skill Sequence in Arithmetic - Mental Age Under 7.

D. Physical Education

1. Goals

a. Walks with good alternate arm and leg movements

b. Catches and throws somewhat accurately large balls and beanbags

c. Hops on either foot

d. Jumps, using both feet

e. Performs simple stunts

f. Walks a low ledge or balance beam

g. Runs with coordination of head, arm, and leg movements

2. Sequential skills

a. Walks

b. Rolls

c. Runs

d. Jumps

e. Hops

f. Leaps

g. Glides

h. Tiptoes

i. Skips

j. Lifts

k. Climbs

l. Push-pulls

m. Grasps

n. Dodges

o. Throws

p. Catches

q. Kicks

E. Art

1. Goals

a. Learns primary colors

b. Learns to express ideas and feelings with paint, crayons, paper, etc.

c. Develops eye-hand coordination

d. Develops enjoyment and appreciation for self-expression through art media

2. Sequential skills

a. Colors

b. Pastes

c. Draws

d. Cuts

e. Traces

f. Identifies primary colors

F. Music

1. Goals

a. Develops a love for music through singing, rhythms, and listening

b. Feels and expresses moods of music

c. Develops the ability to sing in tune

d. Feels and expresses rhythm of music

2. Sequential skills

a. Sings simple lyrics and performs rhythmic patterns

b. Keeps time with music by walking, marching, hopping, galloping, etc.

c. Does finger plays and sings counting songs

d. Matches low and high ranges and loud and soft tones

e. Dramatizes songs

f. Responds rhythmically with rhythm band instruments

g. Listens quietly

V. USE OF THE GUIDE

This basic instructional guide, written for teachers of Level I pupils with mental ages of approximately 3.5 to 4.9 years, has been developed in eight units.

Since the term "curriculum guide" connotes permissiveness both in participation in its construction and in its utilization, the use of the material given herein will depend in great part on the teacher's ability to program for the students at their ability levels. The guide will be factual and realistic only to the extent that it incorporates ideas and practices of the teacher. Each goal was chosen as a prerequisite for the development of the child toward the independent behaviors typical of adulthood. Each activity suggested was selected to develop one or more of the specific goals for the unit. Each specific goal, in turn, leads to the development of the three major objectives of attainment of physical, personal and social, and vocational competencies.

Time, space, and funds dictate that the guide provide only suggestions for motivational and instructional activities. Each teacher will, through his own initiative and knowledge of the cultural background and potential of his pupils, expand the list of suggestions which develop the specified goals. He will select those activities which best meet his pupil needs and add others which will be more appropriate for his pupils. The guide is developed in functional and practical detail, allowing for flexibility of instructional method.

It is recommended that each teacher of Level I follow as nearly as possible the sequence of units and time allotments as provided in the guide. However, it would not be realistic for a teacher to work from the first activity to the last in the guide. Teacher-initiated activities should be selected as the needs and interests of the group dictate.

Teachers with pupils in both Levels I and II will need to adjust their plans to meet the needs of their pupils. In most instances, however, the units for Level I will be most appropriate as each unit may be expanded in depth to meet the needs of children with greater mental abilities.

A suggested daily schedule is presented on the following page. This schedule provides an opportunity to cover all competencies every day. It provides general activities in blocks of time, so that each teacher may adjust the schedule to fit his own individual needs.

This provides some permissiveness and less rigidity in scheduling activities for each day. The alert teacher can capitalize on the interest shown in various activities in any particular block of time.

SUGGESTED DAILY SCHEDULE

Level I

BLOCK I OPENING ROUTINES

- Informal Greetings
- Lunch Count
- Pledge of Allegiance
- Personal Appearance Check

BLOCK II PERSONAL AND SOCIAL COMPETENCIES

- Structured Language Development
- Physical Health
- Social Adjustment
- Reading Readiness

BLOCK III PHYSICAL COMPETENCIES

- Restroom
- Rhythmic Activities
- Physical Fitness

BLOCK IV VOCATIONAL COMPETENCIES

- Understanding the Environment
- Number Readiness

BLOCK V PERSONAL AND SOCIAL COMPETENCIES

- Lunch and Preparation
- Grooming
- Quiet Activity
- Unstructured Language Development

BLOCK VI PHYSICAL COMPETENCIES

- Coordination Exercises
- Sensory Skills Enhancement

BLOCK VII VOCATIONAL COMPETENCIES

- Art, Music, Crafts Activities
- Clean Up
- Evaluation
- Departure

BLOCK VIII COORDINATION

- Parent Conferences
- Teacher Planning

Suggested Units

Part Two

Suggested Units

	Name of Unit	Suggested Time
Unit I	Citizenship and Patriotism	6 Weeks
Unit II	Home and Family	5 to 6 Weeks
Unit III	Foods	4 Weeks
Unit IV	Shelter	5 to 6 Weeks
Unit V	Clothing	5 Weeks
Unit VI	Travel	4 to 5 Weeks
Unit VII	Recreation and Leisure	4 to 5 Weeks
Unit VIII	The Seasons	Seasonally

Unit I Citizenship and Patriotism

UNIT I

CITIZENSHIP AND PATRIOTISM

(Suggested Time: 6 Weeks)

I. INTRODUCTION

This unit on citizenship and patriotism is the first unit each school year. Discussions of rules the children must follow to be good school citizens would logically be included here. The qualities necessary to be a good citizen, which are pointed out in this unit, should continue to be emphasized through activities in the other seven units since good citizenship is important to the overall learning process and to acceptable social behavior.

The teacher must encourage the child from the day he enters school to assume the duties of a good citizen and to defend and support American ideals. This unit can be adapted to the abilities of all pupils represented in Level I of the Educable Mentally Retarded classes.

II. OBJECTIVES

A. To motivate the pupils to defend and support American ideals

B. To teach obedience, loyalty, cooperation, and responsibility--the traits of a good citizen

C. To help the child develop good citizenship through

1. Encouraging him to develop a sense of responsibility in the home

2. Motivating him to share with siblings

3. Teaching him to get along with and be considerate of neighbors

4. Helping him learn to live happily with others

D. To assist the child to develop good school and community citizenship through

1. Helping him live happily at school

2. Developing in him individual and group loyalty

3. Teaching him to protect public property

4. Teaching him the importance of following school and community rules

5. Helping him develop good health and safety habits

6. Teaching him to obey traffic ordinances and laws

E. To develop in the child skills necessary to maintain mental and physical fitness throughout life

III. MOTIVATING ACTIVITIES

A. Display a United States flag and/or Texas flag.

B. Show filmstrips and films about the flag, health, safety, good citizenship, playing and sharing together, etc., such as 192B Lucy Learns to Share, 192F Jim Learns Responsibility, S 26 Our Flag, S 431 Are You a Good Citizen, S 1051 or K 275 Our Country's Flag.

C. Take a field trip through the school or into the neighborhood or community to provide the children an opportunity to study and practice safety and good behavior.

D. On the reading table or elsewhere display picture books and pamphlets such as Let's Go to School, I Live with Others, An American ABC, and Making Friends.

E. Make a display on the bulletin board to illustrate school rules, safety rules, health rules, and holidays.

F. Discuss rules for behavior in the classroom and school and on the playground.

G. Develop plans with the class for taking care of classroom chores.

H. Discuss sharing through donating to organizations, participating in the school carnival, and giving Thanksgiving food baskets.

I. Use transparencies of a clock and a calendar.

J. Tape a pupil discussion on safety or good citizenship.

K. Display posters from civic campaigns such as "Clean Up Week."

L. Read articles found in newspapers to the children about current outstanding citizens, or discuss outstanding events of a civic nature reported on television.

M. Direct the writing of greetings to a pupil, teacher, or another person who is ill.

N. Display pictures of the first president, the current president, the mayor, and other national, state, and local officials.

IV. DEVELOPMENTAL GOALS FOR CHILDREN

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Exercise 10 minutes daily to such records as "Physical Fitness for Primary Children" RRC 803. (2) Form and maintain a circle. (3) Listen to records such as "Action and Imitation" RRC 103 and follow instructions. (4) Draw circles on the chalkboard, clockwise and counter-clockwise. (5) Practice full arm swings, clockwise and counter-clockwise, to the side and to the front of the trunk. (6) Play games such as Crow Race, jump rope, hopscotch, or leap-frog. (7) Use the body in games such as pick-up races, kick ball, stealing sticks, Kick Bag Race, Circle Stride Ball, Ring Toss, Cat and Mouse, Follow the Leader, and Cut the Pie. b. Engage in activities using fine muscles. (1) Draw or paint pictures to illustrate good citizenship in the home, school room, community, and on the playground. (2) Cut pictures from magazines illustrating good manners, safety, and school activities. (3) Assemble puzzles such as Q5 "Going to School."	a. Develop the taste, smell, and tactile senses. (1) Pair numbers and figures made from felt, sandpaper, plastic, or other material. (2) Trace traffic safety signs in sand, in clay, on plastic, or on paper. b. Develop visual skills. (1) Use teacher-made materials stressing discrimination--likes and differences. (2) Match stars or other objects by size and color. c. Develop auditory skills. (1) Listen to records such as "Concept," Volume V. (2) Listen to stories about the flag, families, school, safety, holidays, and national heroes such as those in The True Book of Holidays. (3) Count the number of class safety rules. (4) Listen to the principal make announcements on the intercom. (5) Identify sounds such as a siren, fire alarm, horns, or school alarms for fire drill.	a. Practice use of the handkerchief or tissues. b. Role play the activities of preparing for school. c. Discuss and practice safety rules at intersections, in the community, in the classroom, in the restroom, on the playground, in the hall, or in other places. d. Discuss what one should do when he has a common cold or other childhood disease. e. Formulate safety rules for riding in a car, taxicab, and school bus. f. Invite a school patrol boy or traffic officer to discuss safety rules. g. Wash the hands often. h. Make a list of do's and don'ts for one who is ill. i. Learn to recognize traffic safety signs. j. Cut from magazines pictures illustrative of good table manners, courtesy, safety, patriotism, and good health habits. k. Discuss why rules are necessary. l. Visit the school cafeteria to observe sanitary measures taken such as clean-up and dress of the workers. m. Practice safe procedures on stairways. n. Discuss rules to follow for a field trip.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(4) Make a flag by cutting and pasting construction paper or by designing with pegboard and pegs. (5) Learn the shapes of traffic signs, tracing their outlines on the chalkboard or paper or in clay or sand. (6) Perform finger plays. (7) Use finger paints to illustrate traffic safety signs and holiday themes. (8) Draw a map of the playground.	d. Develop auditory-visual skills. (1) Discuss the flag, its colors, and its stars and stripes. (2) Role play the duties of the principal, the school nurse, the policeman, or others in an emergency.	o. Evaluate the behavior of each pupil upon return from the field trip.

B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Adjustment	3. Pupil Activities to Provide Language Development
a. Draw the body outline on butcher paper; cut out the outline and identify the parts; talk about right and left. b. Dramatize situations in which each child is a part of a social group at home, at school, and in the community. c. Draw or paint pictures of daily situations such as lining up for lunch or for a game, taking turns, or serving others. d. Role play the activities of the policeman, the doctor, the teacher, the principal, or other persons in the community. e. Construct a miniature community, displaying safety signs. f. Discuss the happiness one receives from doing good deeds. g. Sing songs about America and play records of songs such as "Old Glory," "Our Flag," or "The Star-Spangled Banner."	a. Choose partners for a game. b. Elect hosts and hostesses for the classroom. c. Learn to sing "America" and the "Star Spangled Banner." d. Discuss rules for behavior. (1) While walking in the corridor (2) While walking with others (3) While walking up and down stairs (4) At the water fountain (5) During lunch period (6) During an auditorium program (7) During an air raid or fire drill e. Play "Simon Says." f. In the cafeteria, practice buying lunch, choosing flatware and food, carrying a tray, paying for food, and finding a table. g. Learn to use such courtesies as "thank you," "may I," "please," and "excuse me." h. Play the game, "May I?" i. Tour the neighborhood to practice walking on the sidewalk, looking at the flowers, and walking with one or two friends. j. Serve members of the class portions of a birthday cake or share treats.	a. Practice the "Pledge of Allegiance" to the flag. b. Take part in discussions. (1) The responsibilities of persons in authority (2) Why people are needed to be leaders (3) Why we observe safety signals (4) Why we hang up our clothes (5) Why we get in line to go to lunch (6) Why we need volunteer workers c. Listen to a story on being a good citizen and retell it. d. Dramatize being a good citizen, a good friend, or a team leader. e. Record on tape a poem or story about citizenship and listen to it. f. Dictate sentences to the teacher for a group story. g. Tell the rules for crossing the street, for having lunch in the cafeteria, and for attending a program in the auditorium. h. Discuss the preparations which must be made for a birthday party, holiday party, or other social affair. i. Describe experiences on the way to school. j. Compose a group letter of invitation to friends for a special occasion.

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
	k. Print your name and practice identifying it. l. Discuss sharing personal belongings, taking turns, obeying rules, and being friendly and courteous. m. Play host to a new student, showing him about the school and introducing him to others. n. Assist in selecting the outstanding citizen of the week. o. Dramatize helping other pupils at school. p. Using hand puppets, demonstrate how to make and keep friends. q. Pantomime the attitudes of faces as displayed by the teacher. r. Participate in flag raising ceremonies, in school programs, and in community activities. s. See films such as S 437 Let's Play Fair and S 478 Let's Play Safe.	k. Label pictures. l. Role play a telephone invitation to a party.

C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
a. Practice counting exercises. (1) Count the stars and stripes in the flag. (2) Count the pupils present in the room and the pupils absent from the room. (3) Count the days of the week, the days we go to school, and the holidays. (4) Count the duties to be performed in the room. (5) Count the money needed to buy a good lunch. (6) Count the members of a team. (7) Count the members of the school staff. b. Discuss topics about time. (1) The hours on the clock (2) The time school begins (3) The time to leave in the taxi (4) The time for lunch (5) The time for recess c. Practice matching exercises. (1) Match large stars with large stars and small stars with small stars. (2) Match long stripes with long stripes and short stripes with short stripes. (3) Match red signal lights, green signal lights, and amber signal lights.	a. Listen to stories about the flag or a patriotic story from such books as The True Book of Holidays or An American ABC. b. Discuss rules for conducting school activities. c. Visit the auditorium to practice rules to follow at a school program. d. Practice fire drills and "Duck and Cover" drills. e. Learn to differentiate between the bells for fire drills and air raid drills. f. Draw, cut out, and color traffic safety signs. g. Learn to identify simple traffic safety signs. h. Practice walking on the right and left of the desk, passing another on the right, etc. i. Draw a plan of the streets around the school, marking safety areas and noting stop signs, signals, and walk lanes. j. Invite a safety patrol boy to discuss his responsibilities in providing safety to and from school. k. Sing songs about safety, good citizenship, and patriotism such as "There Are Many Flags in Many Lands" from The First Grade Book, or "At the Barber Shop," "The Postman," and "Workers In Our Town" from This Is Music I.	a. Clean chalkboards, work areas in the room, and the library corner. b. Clean tables in the cafeteria. c. Stack trays in the cafeteria. d. Make a map of the neighborhood, and draw houses and stores to paste on the map. e. Discuss the duties performed at home; find pictures in magazines to illustrate the tasks, cut them out, and paste them in a booklet. f. Draw hands on the clock to indicate when school begins; discuss the importance of being on time. g. Follow instructions in activities. (1) Line up in a straight line. (2) Walk straight ahead. (3) Take one giant step. (4) Slide to the left two steps. (5) Take two small steps backward. h. Follow instructions on color cues for stop, go, and wait. i. Take turns in leading the line in the hall, in bouncing a ball, in getting a drink, etc. j. Plan and make decorations for a hall bulletin board or display case. k. Prepare a program on good habits, citizenship, or safety for presentation to another room.

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
d. Copy a teacher-made design of a flag or a star on a peg board. e. Sort groups of pictures of blue stars, red stars, one star, two stars, big stars, and small stars. f. Make a cardboard thermometer to illustrate outdoor and room temperature. g. Discuss birthdates, days of the week, months of the year, and the sequences of days and months. h. Take turns passing out scissors, crayons, or other materials; later, collect these and check the number collected. i. Use the right hand in the "Pledge of Allegiance." j. Practice counting the proper amount of money to buy lunch, milk, candy, or other familiar things.	1. Take a field trip to the park, the zoo, the library, or other place and discuss the care of local recreational and cultural facilities.	l. Share duties in taking care of the play house area in the classroom. m. Learn good grooming practices in the classroom. n. Make a gift for a pupil who is ill. o. Practice calling the fire department, the doctor, the ambulance, or the city police. p. Discuss good eating manners. q. Plan, make, and display a project on the bulletin board. r. Practice hanging clothes in the storage cabinet, stacking books in the cabinet, matching clothing for storage, and folding clothing for storage.

V. EVALUATION

A. Did the child develop a better understanding of citizenship?

B. Did the child improve his self-care skills?

C. Did the child develop some basic concepts regarding cooperation in home, school, and community?

D. Did the child increase his knowledge of health and safety habits?

E. Was the ability of the child to communicate improved?

F. Did the child develop specific number-related concepts?

G. Does the child have a better understanding of his physical environment?

H. Does the child have a better concept of his function in the school and community?

I. Did the child acquire skills that will make him a more useful citizen?

J. Did the activities and materials presented meet the needs of the class?

VI. SUGGESTED FILMS

K	275	Our Country's Flag
R	86	Fort Worth Safety Patrol
R	92	Jimmy of the Safety Patrol
S	26	Our Flag
S	173	Safety to and from School
S	431	Are You a Good Citizen?
S	437	Let's Play Fair
S	478	Let's Play Safe
S	608	We Play and Share Together
S	1051	Our Country's Song
S	1193	Beginning Responsibility: Lunchroom Manners
S	1200	Manners in School

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Abisch, Roy. Open Your Eyes, Parent's Magazine Press, New York, 1964.

Barr, Jane. This Is My Country, Whitman, 1959.

Bryant, Bernice. Let's Be Friends, Children's Press, n.d.

Buchheimer, Naomi. Let's Go to School, Putman, 1947.

Gay, Zhenya. What's Your Name, Hale, 1955.

Hanna, Paul. At School, Scott, Foresman, 1956.

Hudson, Margaret. When, Frank E. Richards, 1965.

Hudson, Margaret. Where, Frank E. Richards, 1965.

Hunnicut, C. W. I Live With Others, Singer, 1957.

Kaufmann, Joe. Words, Golden Press, 1963.

Leary, Bernice. Making Friends, Lippencott, 1956.

Manning, Ardelle. Words: Reading for Protection, Ardelle M. Manning Productions, 1960.

Munson, Frances and Stanek, Muriel. You and Your Friends B, Benefic Press, 1966.

Petersham, Maud and Miska. An American ABC, Macmillan, n.d.

Purcell, John. The True Book of Holidays, Children's Press, 1955.

Schwartz, Louis and Rhea. Me, or I, or My, Urban Primary Reading Series, Self Publishing Company, 1960.

Unit II Home and Family

UNIT II

HOME AND FAMILY

(Suggested Time: 5 to 6 Weeks)

I. INTRODUCTION

In this unit are suggested content, materials, and activities that the teacher may use in helping the child to realize his full potential and in aiding him to function as a contributing member of his home. Beginning with a primal concern for self, the child learns to adjust to and live in his home, his school, his neighborhood, and the larger community. It is important to proceed gradually from the immediate to the larger community, and in Level I the "larger community" is the home and school neighborhood.

Teachers are urged to exercise their ingenuity in implementing recommended activities and to explore freely the possibility of additional activities as they come to mind.

The identification of self in relation to the family is extremely important. As the child develops his self concept, he needs adequate reinforcement from the teacher. The instruction will grow out of natural daily living experiences in the classroom that will relate to the home. These experiences will give the child practice in understanding special situations that help to make him a contributing family member.

II. OBJECTIVES

A. To develop the concept of a family as a unit

B. To help the child develop skills in self care

C. To assist the child in understanding

1. His place in the family and how he can help

2. The role of family members and how they help each other

a. Mother

b. Father

c. Brothers and sisters

d. Other relatives

3. The importance of health and safety in the home

4. The possibilities for fun at home with the family

5. The desirability of good manners and courtesy

6. The importance for family members to work together on certain jobs (e.g., moving, planning a vacation)

D. To develop the ability to perform tasks which will increase his usefulness as a member of the family

E. To develop attitudes and skills which help to achieve and maintain fitness in physical, mental, emotional, and social growth

III. MOTIVATING ACTIVITIES

A. Show filmstrips, films or slides on safety in the home, behavior, or health such as S 194 The House I Live In.

B. Display models of doll houses, furniture, and stand-up paper dolls representing members of the family.

C. Provide an area for a playhouse for free play time.

D. Read a story about family activities.

E. Display items such as comb, brush, toothbrush, and nail file on the bulletin board.

F. Display pictures of types of homes and churches in the community.

G. Display photographs of pupils with members of their families.

H. Display baby pictures of class members.

I. Take a field trip around school to look at homes and churches.

J. Display a mobile of home furniture or types of homes.

K. On flannel board or magnetic board, depict members of the family with names to identify each.

L. Direct role playing of the duties of the family members.

M. Display pictures of children properly clothed for school in the fall, winter, and spring.

N. Read stories depicting relationship between cleanliness and good health.

O. Visit the office of the school nurse for vision and hearing check.

P. Recognize pupils' birthdays.

Q. Introduce chart of room duties and discuss living together in the classroom.

R. Discuss duties at home.

IV. DEVELOPMENTAL GOALS FOR CHILDREN

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) March, clap, sway, glide, throw, hop, and catch using recordings such as "Action and Initiative" RRC 103. (2) Sing songs which encourage rhythmic participation. (a) "Here We Go 'Round the Mulberry Bush" (b) "Did You Ever See A Lassie?" (c) "The Farmer in the Dell" (3) Play games which require lifting, carrying, climbing, pulling, dodging, tossing, throwing, catching, kicking, and hitting. (a) Pick-up Races (b) Stealing Sticks (c) Stairs and Inclines (d) Cat and Mouse (e) Giant Steps (f) Toss Ball (4) Make butter by shaking cream in a jar. b. Engage in activities using fine muscles. (1) Practice buttoning, lacing, zipping, and snapping, using doll clothes or articles of clothing.	a. Develop the taste, smell, and tactile senses. (1) Taste and smell foods or seasonings such as salt, sugar, syrup, honey, pickles, fruits, and vegetables. (2) Handle and feel textures of objects found in the home such as towels, soap, eggbeater, thread, and string. b. Develop visual skills. (1) Identify and match types and colors of houses. (2) Match furniture to rooms or furniture to furniture on teacher-prepared worksheets. (3) Sort pictures of cutout faces of children depicting emotions such as sad, happy, angry. (4) Cut out furniture from catalogues or magazines, and sort the pictures to appropriate rooms. (5) Select and cut out pictures to illustrate good grooming. c. Develop auditory skills. (1) Listen to tape recordings prepared by the teacher of sounds in the home such as running water, slamming door, click of a light switch, and knock on the door. (2) Practice recognizing the direction and source of sounds made by the teacher or pupils from various parts of the room such as hitting pans,	a. Identify and role play the use of the wash cloth, towel, tissues, and toothbrush. b. Practice washing hands in the manner demonstrated by the teacher. c. See the film, K 256 Beginning Good Posture Habits, and discuss the health habits shown. d. Cut out or draw pictures for a class book on good health habits. e. Discuss the importance of using the toothbrush, drinking glass, wash cloth, and towel. f. Discuss safety rules for the home. (1) In taking a bath (2) In using and storing knives and sharp tools (3) In storing and using matches (4) In storing toys (5) In using electricity g. Discuss safety rules for play and recreation. (1) In the home (2) On the schoolground (3) At the park (4) In the swimming pool

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(2) Cut out pictures of home and family members and paste them in a booklet. (3) Draw a mural depicting what family members do. (4) Cut out figures representing the members of the family. (5) Fold newspapers to make hats depicting jobs fathers hold such as fireman, policeman, or soldier. (6) Perform finger plays such as "My House." (7) Role play the use of knife, fork, and spoon to develop good table manners. (8) Practice eye-hand activities using pounding board, coordination boards, and puzzles (2 to 8 pieces).	rubbing or hitting forks together, bouncing ball, and sharpening pencil. (3) Play games involving auditory discrimination such as "Find the Clock." (4) Identify voices of classmates in games such as "Cat and Kitten." d. Develop vocal skills. (1) Place the members of the family, one at a time, on the magnetic board, naming each member as he is placed on the board. (2) Sing songs about the home and family.	h. Role play the doctor giving directions for the child ill in bed; discuss rules an ill child should follow. i. Discuss foods for breakfast, lunch, and dinner and the effects of eating sweets between meals. j. Invite the school nurse to talk about health. k. Invite a policeman, a safety patrol boy, or the principal to talk about safety. l. Discuss what the family does to prevent illness and to care for the sick. m. Role play crossing streets. n. Discuss the following topics. (1) Kinds of disasters (2) Helping others in need (3) Where and how to get first aid (4) Seasons and the weather (5) Appropriate clothing (6) Fire drills (7) Reporting a fire (8) Obeying rules (9) Safety rules in the school

B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Adjustment	3. Pupil Activities to Provide Language Development
a. Role play family members washing dishes, cleaning house, cooking, and caring for children in the family. b. Dramatize family interaction using hand puppets or paper dolls. c. Draw pictures of daily situations in the home. (1) Getting out of bed (2) Getting dressed (3) Leaving for school (4) Eating meals with the family (5) Tending little brother d. Discuss ways to have fun with other members of the family at home, at the park, and on a vacation. e. Discuss ways to have fun alone at home. f. Participate in pantomimes in the play corner. g. Plan a make-believe vacation with the family, including type of transportation to be used, clothes needed, and activities or experiences to have. h. Pantomime home activities in the morning, in the evening, and on the weekend.	a. Practice the use of the telephone, giving own name and telephone number. b. Discuss rules for acceptable behavior of pupils while taking a field trip through the neighborhood. c. Review the behavior of the class after returning from a field trip. d. Practice taking turns in work and play at school; discuss ways to take turns and to share at home. e. Practice the care of clothes such as hanging garments on hangers, folding clothes, and putting away shoes. f. Discuss games and activities requiring partners. g. Build a play house; select four classmates to role play activities of the members of the family. h. List the daily duties of pupils, at home and at school. i. Listen and follow simple commands such as "sit down," "stand by your desk," "go to the board," "get up," and "turn around." j. Write and read a list of daily duties with the names of children assigned the duties. k. Play games which require taking turns and selecting partners. l. Collect pictures of jobs that can be shared at home or at school.	a. Trace your name and address with your finger on the chalkboard or on the desk top; then trace with chalk on the board, each time saying the name and address. b. Discuss members of the family and their duties at home. c. Listen to stories about family living such as "The Little House." d. Talk about home, pets, toys, friends, and families during "Show and Tell" period. e. Listen to replay of a tape-recorded conversation between two pupils in the room. f. Arrange pictures in the proper sequential order to tell a story. (1) Favorite children's stories like "Three Bears" (2) The order of dressing in the morning or undressing at bedtime (3) Members of the family engaged in a familiar activity g. View a film or filmstrip and recall what has been seen. h. Tell silly story, with other children holding up hands when they hear something silly. i. Pantomime differences between happy people and disgruntled people in the home. j. Dictate sentences for experience chart on how you help in the home.

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
	m. Discuss good manners at the table, in the halls, in the auditorium, for boys, and for girls. n. Make a gift for a family member who is ill. o. Serve as host or hostess for an open house, school party, or birthday party. p. Choose a partner for participation in a game. q. Choose a leader for music or a game.	k. Participate in developing a story with the teacher giving the first sentence and the child adding a sentence to the story. l. Answer questions about a summer vacation, a field trip, or a new baby sister. m. Listen to nursery rhymes on records and role play the actions. n. Learn simple songs and poems, letting the class repeat in chorus. o. Play "What Am I Doing?" with the class guessing what a child is pantomiming. p. Play games, using household objects. (1) Naming objects added or taken away from a group (2) Naming objects recalled in a group (3) Naming as many as possible from left to right, in order q. Name or count rows of household objects from left to right, touching each as named.

C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
a. Make number books to develop number concepts through 6. b. Play games using concepts of over-under, around-between, little-big, long-short. c. Participate in finger plays such as "The Family," with the teacher leading or with pupil leading when he is able to do so. d. Match sizes of families, houses, cars, etc., using concepts of big-little, tall-short, heavy-light. e. Make a family tree. f. Sort buttons or other objects for size, shape, and color. g. Play dominoes or checkers. h. Engage in activities to improve counting skills. (1) Count pupils present and absent. (2) Count chairs around the table. (3) Count windows and doors in the room. (4) Count members of the family. (5) Count days of the week. (6) Count fingers on the right hand, the left hand. i. Describe the shapes of such items as tables, refrigerators, and chairs. j. Discuss the time of day when various events occur. (1) Father goes to work	a. Discuss appropriate clothing for various occasions. b. Prepare a daily weather chart for the classroom, using terms such as sunny, windy, cold, cloudy, rainy, warm, or cool. c. Discuss changes in weather. d. Prepare a bulletin board showing appropriate clothing for seasonal wear. e. Take a field trip around the community. (1) Observe different kinds of plants, trees, vegetable gardens, or fruits. (2) Notice the different homes and how they are cared for. (3) Look at the way street signs are used. f. Discuss and classify pictures of plants that have fruits or vegetables above the ground and below the ground. g. Discuss and make an individual or class book about pets and their care. h. Pantomime what one does when it rains, when it snows, or when the sun shines. i. Name the parts of the body. j. Identify from a tape recording sounds such as laughing, crying, sneezing, coughing, hiccoughing, whistling, or clearing the throat. k. List indoor and outdoor jobs around the home, and find pictures or draw pictures to illustrate each job.	a. Paint and decorate a cardboard house. b. Visit a house under construction. c. Discuss the occupations of fathers and mothers and skills needed to do the jobs. d. Discuss tasks which can be performed at home. e. Sing songs such as "Here We Go 'Round the Mulberry Bush." f. Draw or paint a picture of a parent at work. g. Role play the job each would like to do when an adult. h. Make a picture dictionary of work mother does at home. i. Make a diorama of the home. j. Practice clean-up activities after each project. k. Pass out art and craft supplies such as scissors, clay, pencils, and crayons. l. Decorate boxes to use for storing supplies. m. Care for plants in the room. n. Put away toys and supplies. o. Engage in health activities such as brushing teeth and hanging up wraps. p. Discuss the following topics. (1) Common illnesses

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
	m. Discuss good manners at the table, in the halls, in the auditorium, for boys, and for girls. n. Make a gift for a family member who is ill. o. Serve as host or hostess for an open house, school party, or birthday party. p. Choose a partner for participation in a game. q. Choose a leader for music or a game.	k. Participate in developing a story with the teacher giving the first sentence and the child adding a sentence to the story. l. Answer questions about a summer vacation, a field trip, or a new baby sister. m. Listen to nursery rhymes on records and role play the actions. n. Learn simple songs and poems, letting the class repeat in chorus. o. Play "What Am I Doing?" with the class guessing what a child is pantomiming. p. Play games, using household objects. (1) Naming objects added or taken away from a group (2) Naming objects recalled in a group (3) Naming as many as possible from left to right, in order q. Name or count rows of household objects from left to right, touching each as named.

C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
a. Make number books to develop number concepts through 6. b. Play games using concepts of over-under, around-between, little-big, long-short. c. Participate in finger plays such as "The Family," with the teacher leading or with pupil leading when he is able to do so. d. Match sizes of families, houses, cars, etc., using concepts of big-little, tall-short, heavy-light. e. Make a family tree. f. Sort buttons or other objects for size, shape, and color. g. Play dominoes or checkers. h. Engage in activities to improve counting skills. (1) Count pupils present and absent. (2) Count chairs around the table. (3) Count windows and doors in the room. (4) Count members of the family. (5) Count days of the week. (6) Count fingers on the right hand, the left hand. i. Describe the shapes of such items as tables, refrigerators, and chairs. j. Discuss the time of day when various events occur. (1) Father goes to work	a. Discuss appropriate clothing for various occasions. b. Prepare a daily weather chart for the classroom, using terms such as sunny, windy, cold, cloudy, rainy, warm, or cool. c. Discuss changes in weather. d. Prepare a bulletin board showing appropriate clothing for seasonal wear. e. Take a field trip around the community. (1) Observe different kinds of plants, trees, vegetable gardens, or fruits. (2) Notice the different homes and how they are cared for. (3) Look at the way street signs are used. f. Discuss and classify pictures of plants that have fruits or vegetables above the ground and below the ground. g. Discuss and make an individual or class book about pets and their care. h. Pantomime what one does when it rains, when it snows, or when the sun shines. i. Name the parts of the body. j. Identify from a tape recording sounds such as laughing, crying, sneezing, coughing, hiccoughing, whistling, or clearing the throat. k. List indoor and outdoor jobs around the home, and find pictures or draw pictures to illustrate each job.	a. Paint and decorate a cardboard house. b. Visit a house under construction. c. Discuss the occupations of fathers and mothers and skills needed to do the jobs. d. Discuss tasks which can be performed at home. e. Sing songs such as "Here We Go 'Round the Mulberry Bush." f. Draw or paint a picture of a parent at work. g. Role play the job each would like to do when an adult. h. Make a picture dictionary of work mother does at home. i. Make a diorama of the home. j. Practice clean-up activities after each project. k. Pass out art and craft supplies such as scissors, clay, pencils, and crayons. l. Decorate boxes to use for storing supplies. m. Care for plants in the room. n. Put away toys and supplies. o. Engage in health activities such as brushing teeth and hanging up wraps. p. Discuss the following topics. (1) Common illnesses

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
(2) Pupil goes to school or returns home (3) Pupil has breakfast, lunch, and dinner (4) A favorite television program is on k. Bounce a ball and count the bounces. l. Count coins (2 nickels, 1 dime, 10 pennies). m. Discuss units of liquid measure (pint, quart, gallon, teaspoon, tablespoon). n. Learn to recognize circle, square, round, and straight, using teacher-prepared materials. o. Prepare a daily calendar of events. p. Fold and cut squares into halves and into triangles. q. Match like coins. r. Discuss money in the home, saving and buying, cost of a good lunch, or cost of a pencil. s. Dramatize a visit to a grocery store to buy one item, two items, or several items. t. Using a toy cash register, play store, buying and selling.	l. Make a display of different kinds of homes around the school. m. Construct a house from a box; place toy furniture or pictures of furniture cut from magazines in appropriate rooms. n. Sort into groups pictures of such items as breakfast foods, fruits, vegetables, meats, and animals. o. Discuss the following safety topics. (1) Safety rules at home, on the street, and at school (2) Obeying rules (3) Fire drills, fire prevention at home, reporting a fire (4) Safety practices (5) Proper care of toys p. List the different kinds of weather. q. Make safety signs. r. Discuss appropriate clothes for different kinds of weather. s. Act out signals used by policemen.	(2) The doctor's responsibilities for good health (3) Daily health practices (4) Use and care of equipment (5) Duties necessary for classrooms (6) Having a regular time for classroom duties (7) The importance of doing the job properly q. Dial telephone numbers on educational toy telephones. r. Dramatize talking on the telephone. s. Mold objects from clay for projects. t. Collect pictures of community helpers. u. Label pictures of furniture, members of the family, and rooms of the home. v. Introduce self or a member of the class to another person. w. Act as host or hostess for the class. x. Sign name on a "thank you" note after a field trip or other activity.

V. EVALUATIONS

A. Did the pupils develop the concept of a family as a unit?

B. Did the pupils develop self-help skills?

C. Did the pupils understand their roles in the family?

D. Did the pupils understand the roles of the family members?

E. Did the pupils increase in their understanding of health and safety in the home?

F. Did the pupils understand the desirability of good manners and courtesy?

G. Did the pupils learn the name and function of each room?

H. Did the pupils understand the necessity of the family working together on certain jobs such as planning a vacation?

I. Did the pupils improve their attitudes and skills to the point of helping achieve and maintain fitness in physical, mental, social, and emotional growth?

J. Did the pupils increase in their vocational awareness?

VI. SUGGESTED FILMS

K 64 How to Be Well Groomed
K 143 Teeth Are to Keep
K 145 The Ugly Duckling
K 148 How to Catch a Cold
K 176 Eat for Health
K 256 Beginning Good Posture Habits
S 194 The House I Live In
S 582 Table Manners
S 847 Choosing Clothes for Health

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Anderson, Edna. Families and Their Needs, Silver Burdett, n.d.

Blough, Glenn. Who Lives In This House, McGraw-Hill, 1957.

Brown, Margarite. Home for Bunny, Golden, n.d.

Buell, Ellen. The New Baby, Treasury of Little Golden Books, Golden Press, n.d.

Carter, Katharine. The True Book of Houses, Children's Press, n.d.

Duvoisin, Roger. The House of Four Seasons, Lathrop, 1956.

Elkin, Benjamin. The True Book of Schools, Children's Press, n.d.

Kelling, Furn. This is My Family, Boardman, 1963.

Harmer, Mabel. The True Book of the Circus, Children's Press, 1955.

Haynes, Olive. True Book of Health, Children's Press, 1954.

Hefflefinger, J., and Hoffman, E. About Family Helpers, Children's Press, n.d.

Kripke, Dorothy. Let's Talk About Right and Wrong, Behrman, n.d.

Lenski, Lois. Let's Play House, Walck, 1944.

Munson, Frances and Stanek, Muriel. You and Your Family A, Benefic Press, 1966.

Podendorf, Illa. The True Book of Seasons, Children's Press, 1955.

Scarry, Richard. I Am a Bunny, Golden, 1967.

Ziner, F., and Thompson, E. The True Book of Time, Children's Press, 1956.

Unit III

Foods

UNIT III

FOODS

(Suggested Time: 4 Weeks)

I. INTRODUCTION

The unit on foods provides activities designed to increase the child's knowledge of foods, to establish a routine of good eating habits, and to provide encouragement and practice in good health habits toward the development of a healthy body.

The teacher is urged to modify, supplement, or adjust the activities listed to meet the cultural background of the pupils assigned to the group. The creative teacher can implement most of the activities listed with a minimum amount of equipment and limited classroom resources.

All of the activities are designed to assist the child in improving his physical, social, personal, and vocational competencies.

II. OBJECTIVES

A. To develop in the child an understanding of the sources of foods he eats

1. From the garden, farm, or orchard
2. From plants, animals, fish, or fowl

B. To teach the child to recognize and name suitable foods for breakfast, lunch, dinner, or supper

C. To develop in the child the ability to recognize different fruits, vegetables, and meats

D. To encourage good eating habits

1. Minimum daily requirements
2. Regular eating
3. Benefits from chewing food well

E. To give an understanding of the value of milk as a food

F. To teach the child certain precautions

1. Over-eating or under-eating

2. Eating too many sweets

3. Eating between meals

4. Drinking water or milk with food

G. To teach the child to prepare and serve simple snacks

H. To teach the child the importance of proper clean-up after food preparation and service and proper garbage disposal

I. To develop in the child the ability to perform useful tasks at home such as setting or clearing the table

J. To give the child an opportunity to develop concepts of time, size, and number

K. To develop in the child certain sensory skills

III. MOTIVATING ACTIVITIES

A. Show films about farms, dairies, or food preparation such as K 54 Let's Visit a Poultry Farm, S 168 What Makes Us Grow, or S 193 More Milk.

B. Show filmstrips about food such as Going Shopping.

C. Prepare posters showing foods eaten at each meal, including meats, vegetables, fruits, and cereals.

D. Display farm pictures and books.

E. Provide puzzles such as 5A "Cow," 12H "Favorite Fruit," 8H "Vegetables."

F. Display magazines and catalogs at which the children may look and from which they may cut pictures.

G. Provide boxes to build a grocery using labeled cans that have been opened from the bottom, labeled cartons, and other empty grocery containers.

H. Use a toy cash register and play or real money.

I. Take a field trip to a grocery store, farm, or dairy.

J. Display a picture chart of the minimum daily food requirements.

K. Make a mobile of a well balanced breakfast.

L. Play concept records about food such as "Concept Record," Volume II.

M. Read stories about foods and their sources such as The Carrot Seed by Ruth Kraus or Who Will Milk My Cow by Janet Jackson.

N. Prepare simple snacks.

O. Prepare and serve a simple breakfast.

P. Provide foods for children to handle and taste.

Q. Make a bulletin board showing a good breakfast, daily food requirements, or a table place setting.

R. Demonstrate safety and health practices.

1. How to wash the hands correctly

2. How to brush the teeth properly

3. How to handle a hot pan and use a stove, hot plate, or electric appliances safely

S. Teach the children finger plays.

T. Review and practice the use of words of courtesy and good table manners.

IV. Developmental Goals for Children

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Play action games such as "Farmer in the Dell," "Cats, Peas, Beans," and "Here We Go 'Round the Mulberry Bush." (2) Exercise to music ten minutes daily ("Physical Fitness" RRC 803). (3) Play games such as hopscotch, tag, and follow the leader. (4) Play circle games such as dodge ball. (5) Follow Rhythm Record instructions ("Creative Rhythm" RRC 2103). (6) Write on the chalkboard daily. (7) Pantomime planting seeds and picking fruit. (8) Play in the playhouse. b. Engage in activities using fine muscles. (1) Work puzzles about farms or food. (2) Do finger plays such as "Five Little Chickens." (3) Cut out pictures of foods and paste them in a booklet. (4) Color, paint, or finger paint illustrations of foods. (5) Make models of foods from clay. (6) Practice using table utensils. (7) Use simple tasks involving foods such as spreading crackers with peanut butter.	a. Develop the taste, smell, and tactile senses. (1) Feel different foods such as flour, salt, rice, and dry cereal. (2) Feel fruits and vegetables for texture and shape. (3) Handle utensils such as bowls, spoons, beaters, and spatulas. (4) Smell and taste foods with which you are unfamiliar. b. Develop visual skills. (1) Match like pictures of food. (2) Take a field trip to a grocery to buy simple snack articles such as crackers, cheese, or cookies. (3) Sort pictures of food by kind, size, color, shape, and texture. (4) Play "Food Lotto." (5) Cut out pictures of foods and paste those which are alike on the same page. (6) Put in sequence pictures of a child shopping for food. (7) Compare liquids such as syrup, fruit juice, water, and vinegar. c. Develop auditory skills (1) Listen to records or tapes and identify sounds (CL 9 "Five Senses").	a. Develop health habits. (1) Discuss the importance of eating proper food to promote good health. (a) Milk is an important food for growing strong bones and teeth. (b) Fruit juices provide vitamins. (c) Meat has protein which develops muscles. (2) Make a picture booklet of the types of foods needed daily. (3) Discuss good eating habits. (4) Discuss poor eating habits, such as over- or under-eating, eating between meals, or eating too many sweets. (5) Discuss foods to eat when ill. (6) Discuss preparation and safe storage of food. (7) Practice washing hands before preparing snacks. b. Develop safety habits. (1) Discuss why some products are inedible, such as soap, soap powder, bleach, cleanser, and toothpaste. (2) Practice using kitchen utensils safely. (3) Discuss safety rules to observe when cooking.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(8) Make simple place mats from paper, plastic, or burlap. (9) Make designs of foods on the peg boards. (10) Make a mural of a fall scene. (11) Practice eye-hand activities with coordination board and the magnetic board.	(2) Identify voices from different places in the room. (3) Play games such as "Find the Clock." (4) Listen to rhymes or poems. d. Develop vocal skills. (1) Discuss the differences between fruits and vegetables. (2) Answer questions or tell stories using complete sentences. (3) Sing songs such as "Breakfast" from Our Town. (4) Talk about the differences in foods eaten for breakfast and foods eaten for lunch and dinner. (5) Repeat rhymes and poems. e. Develop motor skills. (1) Prepare simple treats. (2) Make popcorn and popcorn balls. (3) Learn to stack can goods. (4) Learn to sack fruit and can goods. (5) Cut out pictures of food and make a foods booklet. NOTE: It should be understood that each sensory skill learned usually involves more than one sense.	(4) Discuss the care which must be taken when handling hot foods such as hot chocolate or toast. (5) Discuss safety practices to observe while on a field trip.

B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Adjustment	3. Pupil Activities to Provide Language Development
a. Tell name and address and write it if possible. b. Practice using words of courtesy while eating. c. See the film, S 1193 Beginning Responsibilities: Lunchroom Manners. d. Practice laying out a place setting or the entire table for a meal. e. Discuss the preparation of a simple breakfast or snack in the absence of parents. f. Draw or paint pictures of a family at mealtime. g. Discuss why a pleasant atmosphere makes food digest better and mealtime more fun. h. Talk about how lack of food affects attitude and well being. i. See the films, K 143 Teeth Are to Keep and S 50 Good Manners. j. Play "What If." (1) What if I talk with food in my mouth? (2) What if there are not enough treats for all? (3) What if food is not chewed well? (4) What if hands are not washed before a meal? k. Participate in pantomiming food preparation in the play area.	a. Practice proper eating manners in the lunchroom. b. Serve simple treats such as crackers and peanut butter, cookies, cupcakes, and juice. c. Take turns in planning and preparing treats. d. Review steps in the preparation and service of treats. (1) Count the pupils. (2) Wash the hands. (3) Assemble necessary articles such as tray, knife, and food stuffs. (4) Assemble finished treats on tray. (5) Count and pass napkins. (6) Pass treats letting each pupil help himself. (7) When everyone has been served, enjoy treats oneself. e. Discuss clean up period. (1) Collect used plates and soiled napkins. (2) Wash soiled plates and utensils. (3) Put clean utensils in proper place. f. Practice courtesy words. g. Clean up after each activity before starting another.	a. Repeat name and address; write it if possible. b. List foods associated with different meals. c. Plan a bulletin board for breakfast foods. Cut out suitable pictures to use. d. See the film, K 293 Better Breakfast. e. Match like food picture cards. f. Discuss the importance of milk. (1) It gives energy. (2) It builds strong teeth and bones. (3) It provides vitamins and minerals. g. Make an experience chart dealing with foods. h. Discuss precautions to take when eating. (1) Over-eating or under-eating can cause illness. (2) Too many sweets will damage teeth. (3) Eating between meals will take away appetite. i. Make a booklet dealing with one topic; for example, breakfast, fruits, vegetables, foods grown under the ground, foods grown on trees, sweet foods, hot foods, and foods to drink. j. Place pictures in a sequence to form a story. k. Learn simple rhymes or poems.

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
l. Sing songs about food. m. Plan a simple breakfast for the family. n. Practice using good table manners. o. Plan and prepare a simple snack for the class.	h. Practice taking turns in the play corner. i. List daily duties at home and school. j. Play games that require selecting partner or choosing sides. k. Collect pictures of people who have something to do with food. l. Follow simple commands such as "turn around," "put the right foot out," "put the right foot back," and "stand behind your chair." m. Discuss table manners to use when eating out with the family.	l. Pantomime stories about foods. m. Act out a story using puppets. n. Match pictures of food with labels. o. Discuss a field trip to a farm. p. Sing simple songs such as "Breakfast."

C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
a. Develop basic number concepts. (1) Cut fruit or other foodstuffs into halves and quarters. (2) Distinguish among sizes of fruits and vegetables. (3) Compare different sizes of containers for milk, juice, or other foods. (4) Practice the concepts of over, under, or beside with such exercises as "put the apple in the bowl" or "put the saucer under the cup." (5) Learn to recognize containers that are round, square, or rectangular by using cereal boxes, cooky cartons, or other containers. b. Engage in activities to improve counting skills. (1) Count the children in the room and write the number on the chalkboard. (2) Count napkins, plates, and cups to be used for a treat. (3) Count the boys, count the girls, count the pupils absent, or count the ones present. (4) Count by rote as far as possible (record this each six weeks). (5) Count children for a game. (6) Count plates and silver after clean up to see that all are accounted for. (7) Learn to recognize and count coins.	a. Set a table for a meal. b. Make a simple place mat from paper, burlap, or plastic. c. Taste different types of foods. d. Discuss seasonal foods. e. Tour the cafeteria and discuss how it can be kept clean. f. Tour a local bakery, candy kitchen, or grocery and observe the team work necessary to their operation. g. Make and serve instant pudding. (1) Develop vocabulary words. (2) Make a plan to follow. h. Have a tea party in the play house with the girls serving the boys. i. Name the utensils used in the preparation of food. j. Plan a bulletin board of pictures of seasonal foods, breakfast foods, foods that grow above the ground, or foods that grow under the ground. k. List helpers who make it possible to have fresh food everyday. (1) The milkman delivers milk to the home, school, and store. (2) The bread man delivers bread before we are awake. (3) The trucker hauls all types of food.	a. Play action games such as "The Popcorn Man." b. Buy popcorn with play money. c. Visit a farm. (1) Review rules of conduct for a field trip. (2) Tell how the workers were dressed. (3) Tell what each worker did. (4) Discuss foods that were produced. d. Build a grocery store in the classroom, using empty labeled cans and cartons. (1) Arrange like things together. (2) Put prices on items if they are not marked. (3) Choose a store keeper. (4) Choose other helpers that are needed. (5) Use real or play money to make purchases. (6) Handle and name fruits on display. e. Discuss the helpers who were needed to have lunch at school or breakfast at home. f. Tell what is sold in grocery stores, markets, candy stores, cafeterias, drive-in restaurants, and produce stands. g. Discuss the occupations of parents of children in the class and decide if their jobs are related to food.

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
c. Engage in activities to improve time concepts. (1) Discuss the daily schedule, and set the play clock at important times. (a) The time lunch is served at school (b) The time class goes to lunch (c) The time the pupils return to the classroom (d) The time for recess (2) Mark assigned time on prepared exercises. (3) Make individual clocks to use at the desks. d. Make designs on the peg boards. e. Play commercial games. f. Trace with the fingers numbers made of sandpaper or felt. g. Play store, buying, selling, and making change.	(4) The rancher furnishes our meat. (5) The groceryman provides all types of food. l. Make a booklet of pictures of helpers who provide our food. m. Make experience charts.	h. Discuss school activities. (1) Going to the office (2) Putting the room in order (3) Taking care of plants (4) Keeping the desk in order (5) Getting a drink of water (6) Playing at recess i. Practice using the telephone. j. Give the class directions for going to the local drugstore, grocery, or drive-in market. k. Make a trip to the local grocery store and buy snack supplies or simple breakfast supplies.

V. EVALUATION

A. Did the child increase his knowledge of different types of foods?

B. Did the child further develop his sensory skills?

C. Did the child develop better eating habits?

D. Is the child now more skillful in selecting his lunch in the school cafeteria?

E. Have the child's health and safety habits been improved?

F. Did the child learn to prepare and serve simple snacks?

G. Did the child learn to clean up after serving simple foods?

H. Did the unit develop or reinforce such concepts as telling time and counting money or objects?

I. Does the child now have more socially acceptable table manners?

J. Has the child learned to use the correct eating utensil?

K. Has the child's vocabulary been increased?

L. Does the child now eat with more self confidence?

VI. SUGGESTED FILMS

K	54	Let's Visit a Poultry Farm
K	118	A Guide to Good Eating
K	143	Teeth Are to Keep
K	168	What Makes Us Grow
K	293	Better Breakfast
S	50	Good Manners
S	193	More Milk
S	218	Food Store
S	1193	Beginning Responsibility: Lunchroom Manners

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Brown, Harry N. Let's Talk Baking, MyCroft, 1958.

Colonius, Lillian. At the Bakery, Revised Edition, Children's Press, n.d.

Elkin, Benjamin. The True Book of Money, Children's Press, 1960.

Folk Tale. The Gingerbread Man

Folk Tale. The Old Lady and Her Pig

Folk Tale. Jack and the Bean Stalk

Goodspeed, J. M. Let's Go to a Supermarket, Putnam, 1958.

Greene, Carla. I Want to Be a Storekeeper, Children's Press, n.d.

Greene, Carla. I Want to Be an Orange Grower, Children's Press, n.d.

Hastings, E. B. At the Dairy, Revised Edition, Children's Press, n.d.

Jackson, Janet. Who Will Milk My Cow, Follett, 1964.

Krasilovsky, Phyllis. The Man Who Didn't Wash His Dishes, Doubleday, 1950.

Krauss, Ruth. The Carrot Seed, Harper, 1945.

Leaf, Munro. Manners Can Be Fun, Lippincott, 1958.

Lewellen, John. The True Book of Honeybees, Children's Press, 1953.

Pope, Billy and Emmons, Ramona. "Let's Go to the Super Market," Your World Series, Taylor, 1966.

_____. Milk For You and Me, National Dairy Council, 2710 Hampton, St. Louis, Missouri.

_____. My Friend the Cow, National Dairy Council, 2710 Hampton, St. Louis, Missouri.

_____. Our Food, National Dairy Council, 2710 Hampton, St. Louis, Missouri.

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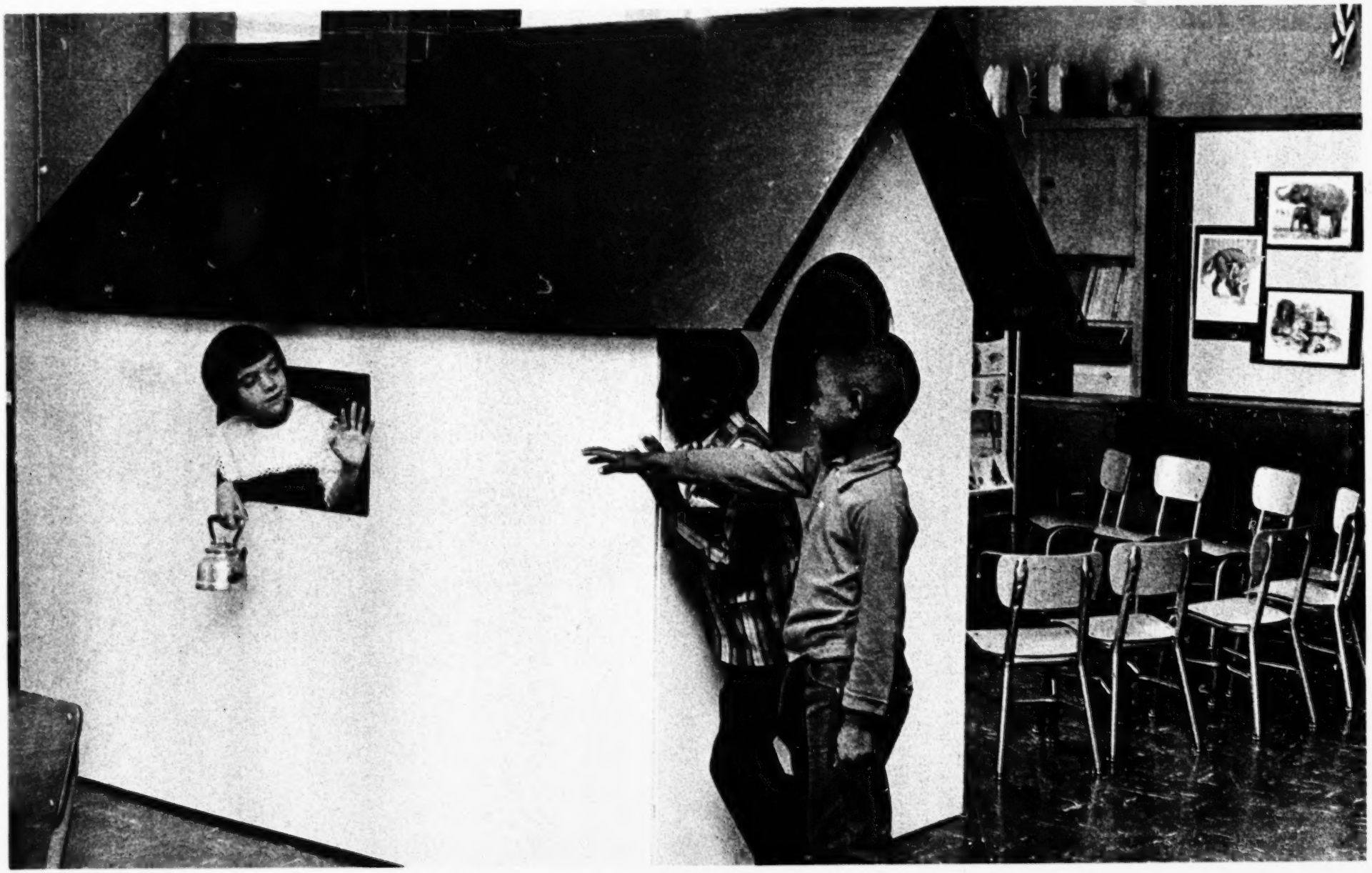


Unit IV Shelter

UNIT IV

SHELTER

(Suggested Time: 5 to 6 Weeks)

I. INTRODUCTION

The unit on shelter is presented to develop in each child an appreciation for and pride in his own home and to increase his awareness of the different types of homes in his community. The unit stresses the learning of the name and function of each room and each piece of furniture in the home.

The vocational competency section includes activities to help increase the child's awareness of the many jobs he might be able to perform.

Before a child can understand and establish his role in society, he must first understand his place in the home. It is, therefore, imperative that each child learns his role in the home and assumes his proper responsibilities there.

II. OBJECTIVES

A. To help the child develop an attitude of appreciation for his home

1. Need for a home
2. Rooms in the home
3. Heat in the home
4. Furniture in the home
5. Appliances in the home
6. Pleasures in the home

B. To help the child develop an awareness of his surroundings

1. Types of houses in his neighborhood

2. Steps in building a house

3. Materials used in building a house

4. People who build a house

5. People who repair and maintain a house

C. To help the child understand his role in building harmonious relationships with other members of his family

D. To help the child develop skills necessary for living and working in the home

E. To develop health and safety rules necessary in the home

III. MOTIVATIONAL ACTIVITIES

A. Take the class on a field trip around the neighborhood to observe a building under construction.

B. Display pictures showing types of shelter--houses, apartments, duplexes, hotels, and motels.

C. Display a map of the neighborhood with labels on the children's homes or on familiar buildings.

D. Display miniature houses and furniture.

E. Show films and filmstrips about shelter or safety in the home such as K 193 I'm No Fool with Fire.

F. Show transparencies of furniture for each room in the home.

G. On the flannel board depict the story of The Three Little Pigs to show the different types of houses.

H. Provide or construct a playhouse for the children to use in pantomiming their home life (the play center could be used).

I. Display a poster of materials needed in building a house such as nails, bricks, lumber, doorknob, or hinges.

J. Construct and display a model of the interior of a house.

K. Read a story about shelter for people and animals (Treasury of Little Golden Books, "Houses").

L. Provide catalogues and magazines from which the children can cut furniture, homes, clothing, and tools to be pasted in a booklet.

M. Invite a safety helper to discuss safety rules.

N. Construct manipulative puzzles to be used for identification and coordination.

O. Provide a chart for class experiences.

P. Direct the children in sociodramas.

Q. Provide sugar cubes for building houses.

R. Direct the children in producing finger plays.

S. Display a mobile of homes or furniture.

IV. DEVELOPMENT OF GOALS FOR CHILDREN

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Hop, skip, jump, walk, sway, clap, balance, kick, and climb to rhythm records. (2) Imitate vehicles and animals with whole body to rhythm records. (3) Play games that can be played at home such as "Pin the Tail on the Donkey." (4) Construct something for the house such as hot plate mats. (5) Draw large houses on the chalkboard. b. Engage in activities using fine muscles. (1) Exercise to rhythm records. (a) Hand and finger activities (b) Toe and foot activities (c) Eye and hand activities (2) Cut out dolls, clothes, furniture, and houses and paste in a booklet. (3) Discuss how to watch television properly. (4) Make models of houses from clay, logs, paper, or building blocks. (5) Sew on sewing cards. (6) Draw dot to dot pictures. (7) Classify geometric shapes according to size, color, or shape.	a. Develop the taste, smell, and tactile senses. (1) Handle and feel textures of items found in the home such as wall paper, screens, and tiles. (2) Smell types of wood, turpentine, paint, paneling, and sawdust. (3) Smell and taste foods cooked in the home--chips, cookies, or cakes. b. Develop visual skills. (1) On a field trip observe which houses have antennas, which are small, which are made from wood, which are white, or other discriminatory factors. (2) Sort pictures of houses into categories of wood, brick, or asbestos siding. (3) Discriminate between rooms and furniture or appliances in the house. c. Develop auditory skills. (1) Listen to a tape of home sounds and identify the sounds. (a) Water running (b) Door closing (c) Light switch off and on (d) Footsteps (e) Hammering	a. Develop health habits. (1) Discuss health rules for the house. (2) Discuss proper sleeping habits. (a) Have a window open. (b) Wear proper clothing. (c) Get the proper amount of sleep. (d) Strive for the proper mental attitude. (3) Discuss assuming responsibilities for home health. (a) Carry out the trash. (b) Keep newspapers stacked neatly. (c) Hang clothes properly. (d) Wash bathtub after bath. (4) Discuss the need for screens on the windows and doors. (5) Make health posters. b. Develop safety habits. (1) Discuss caution in using electrical appliances. (a) Plugging in an appliance (b) Unplugging an appliance (c) Using cords in good condition

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(8) Place appropriate shapes in boxes with the shapes on the outside. (9) Assemble teacher-made puzzles of building tools or use Sifo puzzle 1H5-Carpenter's Tools. (10) Divide three sets of pictures among children and find like pictures by trading. (11) Make a diorama using pictures. (12) Make a mobile with play furniture.	(f) Sawing (g) Sanding (h) Sweeping (2) Listen to the recording of LL-3 Pathways to Phonic Skills - Volume I "City Sounds." (3) Listen to sounds of construction while on field trips. d. Develop vocal skills. (1) Recall and describe what was observed on the field trip. (2) Play "What Is the Tool?" One child describes a tool, and the others try to name it from the description. The first one to name the tool is "it" and the game continues. (3) Play "What Am I?" describing oneself as a piece of furniture in the home (see "What Is the Tool?" above). e. Develop motor skills. (1) Play a game with pictures of tools in a box. Pantomime the tool that is drawn from the box. (2) Glue decals on tiles for use as pictures.	(2) Discuss rules to follow when climbing, running, sliding, closing doors, and using sharp tools or instruments. (3) View films and filmstrips on safety in the home. (4) Make a booklet using magazine pictures showing safety practices in the home. (5) Invite a safety helper to discuss his job. (6) Discuss how everyone can help prevent accidents. (7) Play the game "Red Light-Green Light."

B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Adjustment	3. Pupil Activities to Provide Language Development
a. Discuss the following topics. (1) Tasks you can perform now (2) Tasks you will need to perform in the future (3) Getting along in a group b. Discuss the programs the families watch on television or listen to on the radio. c. Dramatize playing house, school, and other activities. d. Role play situations in the home. e. Role play mother, father, sister, brother, and baby in turn to show how one relates to different family members. f. Discuss the influence of our attitudes on others. g. Discuss happiness and sadness in a family. h. Discuss the prevention of conflicts in a family. (1) Take turns with other members of the family. (2) Ask permission before using property of others. (3) Refrain from tattling.	a. Practice living harmoniously with others. (1) Share rooms. (2) Respect belongings of others. (3) Consider rights of others. (4) Spend time together agreeably. (5) Keep things in their proper places. (6) Use proper manners. (a) At the table (b) On the telephone (c) In speaking with everyone b. Dramatize stories involving social living. (1) Cinderella (2) Little Red Hen (3) Three Bears c. Discuss living in a home with many people. (1) Obeying rules (2) Cooperating (3) Participating (4) Using self-control (5) Using good manners (6) Being courteous	a. Discuss the need for homes. (1) For rest (2) For safety (3) For recreation (4) For privacy b. View and discuss a transparency of the rooms in the home. c. Listen to stories about social living and shelter such as Three Billy Goats Gruff. d. Record on tape a discussion about being helpful to members of your family. e. Play a birthday record and sing to those who have birthdays. f. Start a sentence and let the next child finish it such as the following. (1) The sink is in the _____. (2) The bed is in the _____. (3) The sofa is in the _____. g. Do finger plays about social living. h. Say the first word that comes to mind when a piece of furniture or a room is mentioned, such as, bed-bedspread and sink-dishes. i. Make an experience chart of objects observed on a field trip. (1) Our neighborhood has many homes. (2) There are streets in front of homes.

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
	d. View films and filmstrips about shelter and families and how to get along, such as S 437 Let's Play Fair or #192B Lucy Learns to Share (Eye Gate Filmstrip). Perform a sociodrama after seeing film, Let's Play Fair. e. Tell about your home ("I live in a red brick home. It has two bedrooms, a bath, many windows, etc.). f. Listen to stories ("A New Place to Play," I Live with Others). g. Play games observing rules of courtesy and fair play.	(3) There are alleys behind homes. (4) There are sidewalks in front of homes. j. Sing "I Love My Family" from This Is Music. k. Display a map of the neighborhood and discuss the types of shelter found there.

C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
a. Discuss street addresses and house numbers.	a. Discuss types of shelter in the community and the need for shelter.	a. Discuss the need for keeping homes repaired and clean.
b. On a field trip observe the number on each building or house.	b. Cut out pictures of clothing and make booklets illustrating proper clothing to be worn for various occasions.	b. Discuss the care of the yard and garden.
c. Count the number of houses with brick, wood, and asbestos siding.	c. Discuss the need for umbrellas, overcoats, galoshes, and gloves.	c. List the different workmen needed to build a house.
d. Count the number of different colors of houses--white houses, brown houses, etc.	d. Discuss the need for rooms, floors, windows, doors, and floor coverings.	d. On a field trip through the neighborhood, observe the workmen needed in apartment houses and public buildings.
e. Count the number of apartments, drugstores, grocery stores, etc.	e. Discuss the materials from which homes are constructed.	e. Review rules of behavior needed to keep a job.
f. Discuss the concept of one story or two stories, and talk about basements and attics.	f. Construct a small house from a box or cardboard.	f. Use the hammer, saw, or other tools.
g. Discuss the concepts of high-low, bottom-top, in between, around, in back of, and in front of.	g. Discuss how weather affects the type of shelter needed and the necessity of having heat in winter and cooling in summer.	g. Take a field trip to a lumberyard to see the different types of lumber, trims, doors, and windows needed for a house.
h. Discuss and show on a Judy Clock the time people start and stop work.	h. Role play a carpenter building a house.	h. To the tune of "Here We Go 'Round the Mulberry Bush," sing, "This is the way we build a house," ". . . lay the bricks," ". . . paint the walls," ". . . saw the wood," ". . . hammer the nails," etc.
i. Display cut out of carpentry tools on the felt board.	i. See films on lumber making and care of the forest.	i. Build a house with geometrically shaped blocks.
j. Pantomime the use of various carpentry tools.	j. Listen to the story, Who Lives in This House?	j. Cut out geometric shapes from colored paper and make a house from them.
k. Draw cleaning tools--mops, brooms, dust-pans, etc.--on heavy paper that can be used on the magnetic board for the purpose of counting and classifying.	k. Talk about shelters used by animals. (1) Families provide shelter for pets--doghouse, birdcage. (2) Some animals find shelter in the forest, field, or water--nest, den, hole, burrow, or cave. (3) Some animals live in animal shelters, preserves, or sanctuaries.	k. Make bricks from prepared clay; after they have dried build a small house from them.
l. Count the walls, windows, doors, light fixtures, and other features of the school room.		l. Build a house from sugar cubes, sticking them together with icing or glue.
m. Stress number concepts in stories such as The Three Little Pigs and The Three Bears.		m. Make a candy house, using a box for a base and variously shaped pieces of candy for the walls, roof, windows, etc.

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
n. Cut out pictures of furniture from catalogs and magazines, and mount them on light-weight cardboard. o. Place together articles of furniture which would logically be used in the same room. p. Count the number of pieces of furniture in each room of the house.	(4) Some animals find shelter in zoos--cages, caves, houses, or tanks.	n. Make articles which help keep a room and house neat and orderly. (1) Pencil and crayon holder (2) Dust cloth (3) Necktie holder (4) Shoe bag (5) Jewelry box

V. EVALUATIONS

A. Did the pupils develop an appreciation of and pride in their homes?

B. Did the pupils learn the functions of each room?

C. Did the pupils grow in their awareness of their environment?

D. Did the pupils develop a better understanding of their roles in caring for the home?

E. Did the pupils develop an increased knowledge of the different types of dwellings?

F. Did the pupils develop skills which would help them make their homes more attractive?

G. Did the pupils acquire better health and safety habits?

H. Did the pupils increase in their vocational awareness?

I. Did the pupils acquire a better attitude toward themselves and others?

J. Did the children improve their sensory skills?

VI. SUGGESTED FILMS

K	57	Mother Goose Stories
K	72	The Forest Grows
K	93	The Little Red Hen
K	97	Painting, Mixing Colors
K	193	I'm No Fool with Fire
S	48	The Fireman
S	437	Let's Play Fair
S	474	Pirro and the Telephone
S	854	Lumber for Houses
S	918	Telling Time by the Clock
S	928	Lumber

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Arbuthnot, Mary Hill. Time for Poetry, Scott, Foresman and Company, 1961.

Blough, Glenn O. Who Lives in This House, McGraw, 1957.

Buell, Ellen L. Treasury of Little Golden Books, Golden Press, 1960.

Burton, Virginia. The Little House, Houghton, 1962.

Carona, Philip. The True Book of Numbers, Children's Press, 1964.

Folk Tale. The Three Little Pigs.

Greene, Carla. I Want to be a Carpenter, Children's Press, 1964.

Hunnicutt, C. W. I Live with Others, Singer, 1957.

Leavitt, Jerome. The True Book of Tools for Building, Children's Press, n.d.

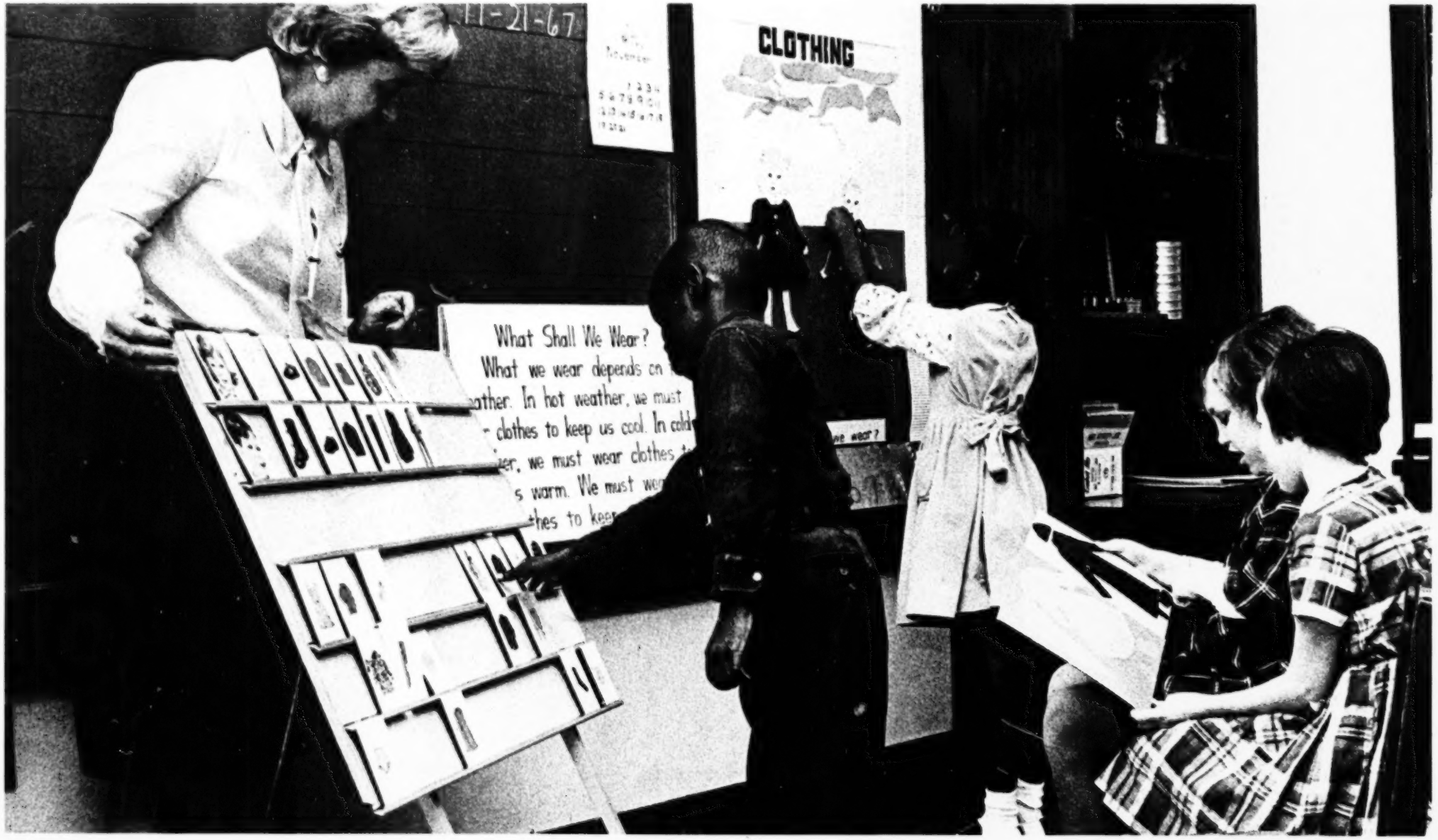
Miles, Betty. A House for Everyone, Knopf, 1958.

Parsons, Virginia. Homes, Doubleday, 1958.

Pope, Billy and Emmons, Ramona. Your World: Let's Build a House, Taylor, 1966.

Schneider, Herman and Nina. Let's Look Inside Your House, Hale, 1946.

Wright, B. F. The Real Mother Goose, Rand, 1962.



Unit V Clothing

UNIT V

CLOTHING

(Suggested Time: 5 Weeks)

I. INTRODUCTION

This unit presents material which can be adapted to fulfill the needs of all ages. It stresses the importance of the proper selection and care of clothing and emphasizes correct dress for various occasions and for comfort during the four seasons.

The activities include the areas of physical, social, personal, and vocational competencies suitable for the ages of the children in Level I. Many of the suggested activities should be continued throughout the school year and therefore would be integrated into the other units of work.

II. OBJECTIVES

A. To help the child learn to select suitable clothing for various occasions

1. Sunday or party clothing
2. School clothing
3. Playtime clothing
4. Night wear
5. Underclothing

B. To develop in the child the ability to select seasonal clothing

C. To assist the child in acquiring skills in caring for his clothes

1. Hanging clothes when they are removed
2. Wearing clean clothes

3. Keeping clothes fastened and shoes tied

4. Ironing simple clothing

5. Sewing on buttons

D. To develop the concept of clothing sizes

E. To improve the child's ability to make choices

1. Selecting basic wardrobe

2. Selecting suitable color combinations

3. Selecting clothing to wear to school each morning

F. To develop in the child pride in his personal grooming

III. MOTIVATING ACTIVITIES

A. Use Rhythm Records to accompany daily exercises.

B. Provide a doll which has buttons, snaps, zippers, and other fasteners for the child to manipulate.

C. Show films, filmstrips, or slides on clothing such as S 1080 George's New Suit or Filmstrip 29D Right Clothes for Health.

D. Provide samples of material such as cotton, silk, wool, plastic, leather, nylon, rubber, and velvet to help the child differentiate weaves, weights, and textures of materials.

E. Display charts or posters that show seasonal differences in clothing.

F. Make a bulletin board displaying pictures or cut outs of clothing suitable for each season.

G. Take a field trip to a farm to see the sources of materials for clothing.

H. Take a field trip to a department or clothing store.

I. Visit the Children's Museum.

J. Provide sewing cards.

K. Read or tell stories about types of clothing.

L. Display examples of all types of clothing using actual garments, pictures, or appropriately dressed dolls.

M. Display families of paper dolls, commercial or teacher-made.

N. Display health charts on washing hands, good posture, and cleanliness.

O. Set up standards for cleanliness.

P. Provide a shoe shine kit and instruct the children in its proper use.

Q. Label a display or pictures of clothing.

R. Make experience charts.

S. Make labeled picture cards of different articles of clothing.

T. Display library books on clothing.

U. Make a bulletin board of "Our Day" with small clocks showing the time of each activity, emphasizing clothing.

IV. DEVELOPMENTAL GOALS FOR CHILDREN

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) March, clap, and jump to the record RRC 1703 "Preschool Activities." (2) Sing and play action games such as "Here We Go 'Round the Mulberry Bush." (3) Sing and act out such songs as "Did You Ever See a Lassie?" (4) Dramatize getting ready for school, bed, or play. (5) Practice putting on and taking off a sweater, jacket, or coat, which has buttons, snaps, or a zipper. (6) Exercise to musical accompaniment ten minutes daily. b. Engage in activities using fine muscles. (1) Practice buttoning and zipping clothes on specially made dolls. (2) Cut out pictures of the family dressed for a specific occasion and paste them in a booklet. (3) Trace around patterns or paper dolls to develop eye-hand coordination. (4) Practice lacing and tying shoes; the more adept child may help another child in the class. (5) Perform finger plays such as "Needle and Thread." (6) Put together puzzles.	a. Develop the taste, smell, and tactile senses. (1) Feel the textures of different materials--cotton, silk, wool, nylon, rubber, velvet, and plastic. (2) By feeling only, pull pieces of material from a sack to match materials displayed. b. Develop visual skills. (1) Match pictures of various articles of clothing with appropriate family members, using teacher-prepared work sheets. (2) Match items of apparel which are alike or different, using prepared sheets. (3) Paint pictures according to color instructions. c. Develop auditory skills. (1) Act out stories and rhymes such as "Cinderella" and "Baa, Baa, Black Sheep." (2) Listen to stories and poems. (3) Listen to records and follow instructions. (4) Listen to the sounds of different instruments. (5) Identify different sounds produced by teacher or on recordings.	a. Develop health habits. (1) Discuss the need for wearing proper clothing. (a) On warm days (b) On cold days (c) On wet days (2) Discuss the proper fit of shoes and clothes. (3) Practice cleaning and polishing shoes. (4) Demonstrate activities for keeping the body clean. (a) Taking a bath (b) Shampooing the hair (c) Brushing the teeth (d) Washing the hands (5) Demonstrate good posture habits. (a) See film S 260 Posture Habits. (b) Take daily exercise with recordings. (c) Practice sitting straight with the feet on the floor. (d) Walk tall with a book on the head.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(7) Play with the coordination board. (8) Cut out and dress paper dolls for special events. (9) Do finger paintings. (10) Make a class mural showing a family going on a picnic, shopping, or engaging in activities at home.	d. Develop vocal skills. (1) Discuss why different clothing is necessary in different seasons. (2) Answer questions in complete sentences. (3) Repeat stories or rhymes using complete sentences. (4) Sing songs such as "Here We Go 'Round the Mulberry Bush." e. Develop motor skills. (1) Make designs on sewing cards with tapestry needle and yarn. (2) Sew a large button on a piece of material. (3) Tie shoes. (4) Follow instructions on recordings or those given by the teacher such as "walk slowly," "take giant steps," or "duck walk."	(6) Discuss the importance of good posture. (a) Clothing looks and fits better. (b) One can breathe better. b. Develop safety habits. (1) Talk about the wearing of protective clothing for some activities. (a) A helmet when playing baseball (b) Clothing to protect one from the sun when playing out of doors (c) White clothes at night out of doors (d) Non-skid shoes when running (2) Make a list of precautions to observe when using fire.

B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Adjustment	3. Pupil Activities to Provide Language Development
a. Pantomime activities related to dressing and have other class members guess what is being pantomimed. (1) Putting on shoes (2) Putting on socks (3) Closing a zipper in a jacket b. Play with puppets dressed in clothing suitable for different occasions. (1) Playing in the snow (2) Going to a party (3) Going to school c. Draw or paint pictures illustrating daily or seasonal clothing. d. Demonstrate suitable clothing for different weather conditions. (1) Coat or jacket in the winter (2) Raincoats when it is raining (3) Light weight clothes in warm weather e. Discuss the need of wearing clothes to suit the occasion. (1) Wear durable washable clothes for school and play. (2) Save good clothes for special occasions such as church and parties. (3) Sleep in night clothes. (4) Wear bathing suits for swimming.	a. Discuss and select proper clothing for school. b. Make experience charts. c. Practice sharing and taking turns such as lining up, getting a drink, and getting lunch. d. Iron simple items such as a pillow case, dish towel, school apron, or handerchief. e. Sew buttons on clothes. f. Discuss propriety in dressing and undressing. (1) Button or zip clothes at home or in the restroom. (2) Make adjustments of clothes in privacy. (3) Keep clothes fastened. (4) Brush or comb hair in the restroom or at home. g. Discuss the importance of caring for clothes. (1) They will last longer. (2) Child will feel better in clean clothes. (3) Clothes will be neater if hung up. h. Practice putting clothes on a hanger.	a. Discuss the correct names for garments. b. Display pictures of the article of clothing named by the teacher. c. Cut out pictures of a father, mother, sister, brother, and baby, and discuss the differences in their clothing. d. Discuss seasonal clothing. e. Play the game, "What Do You Wear?" The teacher asks a question and the child answers in a complete sentence. (1) What do you wear to swim in? I wear a bathing suit. (2) What do you wear when it rains? (3) What do you wear when it snows? (4) What do you wear on your head? f. Develop a story by letting the teacher give the first sentence and the child giving the next, or by letting the teacher begin a sentence and the child completing it. g. Match pictures of clothing that are alike and different. h. Match articles of clothing to proper member of the family on prepared work sheets. i. Play prepared games that match clothing to the season. j. Arrange sequentially pictures of a child dressing for school or bed.

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
f. Discuss the feel of clean clothes. g. Discuss standards for personal cleanliness. (1) Take a bath daily. (2) Shampoo hair weekly. (3) Change underwear and socks daily. (4) Brush and comb hair daily. (5) Clean nails and wash hands often.	i. Cut out pictures of various articles of clothing and match those which logically go together such as shoes and socks, blouse and skirt, and shirt and jeans. j. Choose partners for games by finding some one with the same color of clothing. k. Make a booklet of pictures of clothing suitable for different activities.	k. Learn simple songs. l. Learn simple nursery rhymes.

C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
a. Develop concepts of size. (1) Cut out pictures that illustrate the concepts of big-little, up-down, and beside-behind. (2) Cut out pictures of clothing for the family and distinguish between the sizes worn by the different members of the family. b. Engage in activities to improve counting skills. (1) Count the children in the room. (2) Count the empty desks. (3) Count the boys in the room. (4) Count the girls in the room. (5) Count buttons on a shirt, dress, or jacket. (6) Count as far as possible (record this at the beginning and at the end of each unit). (7) Count the plates, napkins, and forks for a party. (8) Count off when playing a game. (9) Count the number wearing various colors. c. Engage in activities to improve time concepts. (1) Discuss the daily schedule. (2) Discuss the time the child gets up in the morning, the time he leaves home, and the time he gets to school.	a. Develop standards of good personal health. b. Discuss personal appearance and how it affects the way others feel and act toward us. c. Discuss proper clothing. (1) Clothes we wear to school (2) Clothes we wear to church (3) Clothes we wear for play d. Make a class bulletin board. Let children contribute pictures of clothes suitable for the different seasons. e. Make a picture booklet of basic items needed in a wardrobe. (1) Outer clothing such as coats, sweaters, dresses, and jeans (2) Underclothing (3) Shoes and socks (4) Protective clothing such as raincoats, boots, rain hats, and umbrellas f. Dress paper dolls for different activities. g. Take a walk down the street and observe what people are wearing. h. Collect clothing to give to a charitable organization.	a. Discuss the importance of being on time to go to school, to church, or to a party. b. Plan what you will wear the next day. c. Lay out clothing to wear the next day. d. Discuss the clothing worn by various workers. e. Discuss why workers' clothes differ. (1) Some clothing is worn for safety. (a) Helmets to protect head (b) Uniforms that are easy to clean and safe around machinery (c) Gloves to protect hands (d) Safety glasses or goggles to protect eyes (2) Some clothing is worn for health. (a) Covering on hair (important for food handlers) (b) Helmets to protect from sun rays (c) Aprons to protect clothing (d) Boots to protect feet f. Take a field trip to a neighborhood department store. List the number of people working there--managers, clerks, maids, porters. g. List the kinds of clothing sold in the store visited. h. Collect and name articles of clothing.

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
(4) Discuss the meaning of early, late, today, yesterday, tomorrow, this week, next month, this month, soon, and never. (5) Make a calendar. (6) Name the month, day, and year each day. d. Let child handle plastic or magnetic numbers. e. Handle and match numerals made of sandpaper or felt.		i. List the community helpers who have something to do with clothing.

V. EVALUATION

A. Did the child learn to tie his shoes, keep his clothes fastened, and close the zipper on a jacket, dress or jeans?

B. Did the child develop new sensory skills?

C. Did the child learn the proper clothing to wear to promote good health?

D. Did the child acquire new safety habits?

E. Did the child improve his ability to communicate with his teacher and peers?

F. Did the child enlarge his vocabulary?

G. Did the child improve in his overall concept of number?

H. Did the child improve in his counting ability?

I. Did the child develop a better concept of time?

J. Did the child acquire skills that will make him a more useful member of his family (keeping his clothes fastened and picked up or dressing himself)?

K. Did the classroom activities and materials used meet the needs of each individual child?

IV. SUGGESTED FILMS

K	14	Clothing for Children
S	18	Clothing
S	260	Posture Habits
S	261	What Is Cloth
S	847	Choosing Clothes for Health
S	1080	George's New Suit

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Anderson, Edna. Families and Their Needs, Silver Burdett, n.d.

Arbuthnot, Mary Hill. Time for Poetry, Scott Foresman, 1961.

Field, Eugene. The Gingham Dog and the Calico Cat, Follett, 1956.

Folk Tale. Little Red Riding Hood.

Folk Tale. "The Shoemaker and the Elves," Told Under the Green Umbrella, Macmillan, 1937.

Greene, Carla. I Want to Be a Storekeeper, Children's Press, 1961.

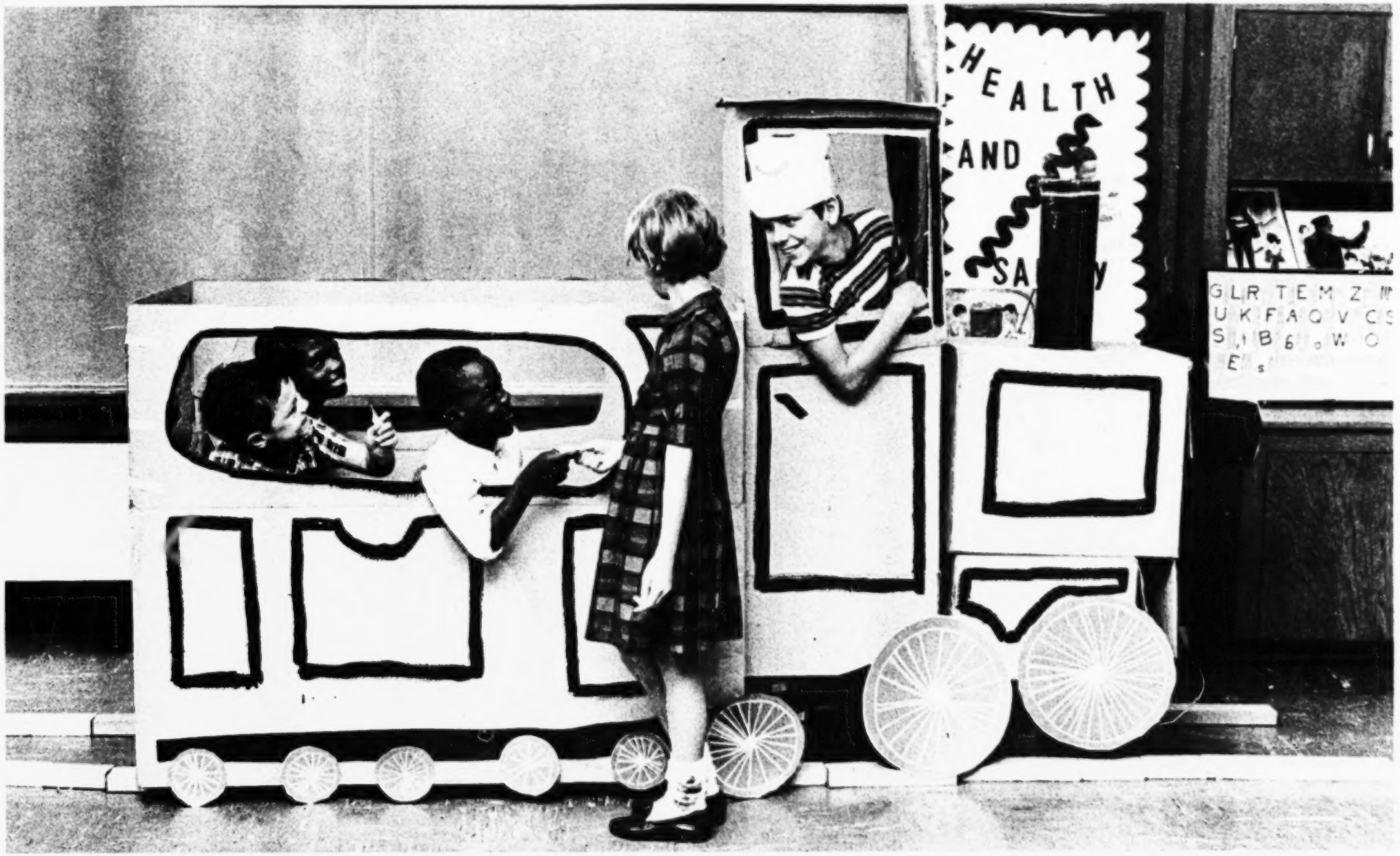
Hoberman, Mary Ann and Norman. All My Shoes Come in Twos, Little, 1957.

Lenski, Lois. Surprise for Mother, Lippincott, 1934.

Martin, Bill. "Choosing Shoes," Sounds of Laughter, Holt, 1966.

Nighbert, Ester. The True Book of Cloth, Children's Press, 1955.

Streatfeild, Noel. Circus Shoes, Random House, 1965.



Unit VI Travel

UNIT VI

TRAVEL

(Suggested Time: 4 to 5 Weeks)

I. INTRODUCTION

This unit attempts to acquaint the child with the many modes of moving about in his environment. The activities suggested should give each child the opportunity to enhance the skills necessary to travel in the community.

The child needs to become acquainted with the people who operate public conveyances and to develop an appreciation for the services they render. This unit provides the opportunity for the child to develop desirable social relationships. He will also develop respect for personal and private property such as automobiles, parking meters, street lights, buses, street signs, and streets. The activities stress the need for taking certain health and safety precautions when traveling.

II. OBJECTIVES

A. To provide the children the opportunity to learn the different modes of travel that are available in their community

B. To teach determination of the starting point of a trip or a walk

C. To help the children understand the relationship between safety and travel

D. To teach behavior while making a trip

E. To help the child develop the skills necessary for travel

F. To develop in the child proper attitudes toward people who operate public vehicles

G. To develop an interest in the environment

H. To develop proper safety skills and habits when using skates and bicycles and when riding or walking in the neighborhood or community

I. To foster a sense of responsibility and appreciation for the importance of parking meters, streets, street lights, signs, traffic lights, and other travel aids

J. To help the children acquire a knowledge of some of the traffic laws

III. MOTIVATIONAL MATERIALS

A. Display pictures of familiar places in the neighborhood or community.

B. Display reproductions of street signs and traffic signs.

C. Take a field trip to a shopping district or park near the school.

D. Display a simple map of the neighborhood showing the school and nearby places of interest.

E. Take a ride on a city bus.

F. Show the film, S 201 The Bus Driver.

G. Discuss coming to school in a taxi or the family automobile.

H. Show pictures depicting policemen directing traffic.

I. Read a story about a family traveling together in a car.

J. Show pictures and posters of people on trains, airplanes, bicycles, or other conveyances.

K. Display books about transportation and travel.

L. Display small replicas of different types of transportation on a mobile.

M. Play records about travel on airplanes, boats, or trains (Activity 3 in Pathways to Phonics Skills).

N. Show filmstrips and films about travel and safety rules such as Walt Disney's "I'm No Fool," S 71 Airplane Trip, and 7640 Safety Helper.

O. Have children work puzzles using an airplane, train, or other mode of travel (Judy puzzle of airplane, #360-10 Garage-Playschool).

P. Take children to a department store and let them use the escalators in the store.

Q. Make a diorama using modes of travel.

R. Make a clothesline exhibit of travel pictures.

S. Prepare a tape recording on travel.

IV. DEVELOPMENTAL GOALS FOR CHILDREN

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Play walking games. (2) Perform exercises stressing the direction concepts of left, right, near, far, and others. (3) Practice ascending and descending stairs. (4) Perform exercises which encourage walking in lines. (5) Imitate modes of travel by following directions in time to the music of rhythm records such as "Physical Fitness for Primary Children" and "Action and Imitative." (6) Play games that can be played on trips such as guessing games, counting games, and lap games. (7) Trace your name on the chalkboard. b. Engage in activities using fine muscles. (1) Construct models of playground equipment from various materials such as paper, paper mache, and boxes. (2) Draw pictures of parks and playgrounds using various art media. (3) Mold clay or pla-dough into cars, airplanes, trains, and boats. (4) Use finger paint to depict places to visit such as the aquarium, zoo, and botanic garden.	a. Develop the taste, smell, and tactile senses. (1) Make a "feel" box to hold objects found on the field trip such as rocks, leaves, sticks, bottle caps, and flowers. (2) Smell the flowers and leaves while in the park. (3) Taste pecans or other nuts found in the park or brought from home. b. Develop visual skills. (1) Discriminate between various safety signs on the field trip. (2) Observe various ways to travel. (3) View films or filmstrips on travel (S 71 Airplane Trip). c. Develop auditory skills. (1) Listen to recordings of different sounds. (2) Listen to recordings about travel such as "Travels of Baber." d. Develop vocal skills. (1) Describe the different ways to travel observed on a field trip. (2) Sing songs about travel. (3) Discuss the differences and likenesses of cars, airplanes, bicycles, and other vehicles.	a. Develop health habits. (1) Sing songs about health such as "If You're Happy and You Know It," First Grade Music. (2) Play the imitative game, "Do As I Do" (brush hair, brush teeth, etc.). (3) Discuss rules necessary while traveling. (a) Drink only from a clean container. (b) Eat only food that is clean or wrapped. (c) Wash your hands frequently. (4) Use puppets to discuss health habits. b. Develop safety habits. (1) Sing a safety song (see Health and Safety, Grades 1-3, p. 3). (2) Discuss personal safety rules while traveling to and from school and around the neighborhood. (a) Ride only with people you know. (b) Wear white clothing at night. (c) Walk on the sidewalk when possible. (d) Cross the street only at corners.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(5) Use commercial puzzles of modes of travel. (6) Make a puzzle by pasting a colorful picture to heavy paper and cutting it into several pieces. (7) Make a diorama of places to visit. (8) Perform finger plays. (9) Perform hand and finger exercises to a rhythm record. (10) String large beads by shape, size, or color. (11) Trace around a large simple figure with finger, crayon, and pencil. (12) Cut out large, simple forms trying to cut along the lines. (13) Fit together such materials as nested cubes, peg boards, and jigsaw puzzles.	(4) Imitate sounds of airplanes, cars, boats, and other means of conveyance. e. Develop motor skills. (1) Play quiet games listed in Physical Education for Elementary Schools. (a) "Squirrel with a Nut," p. 121 (b) "I Saw," p. 122 (c) "Good Morning," p. 122 (d) "Keen Eyes," p. 126 (2) Experiment with finger paint made from liquid starch and food coloring. (3) Make safety sign puzzles using colored crayons.	(3) Construct miniature safety signs and pantomime various traffic situations. (4) Discuss what to do when traffic signals fail to work. (5) Use puppets to discuss "jay walking." (6) Bring pictures depicting safety rules necessary for travel. (a) Use safety belts when possible. (b) Remain seated while vehicle is in motion. (7) Discuss the proper way to ride a bicycle and discuss bicycle safety rules. (8) View a film on safety such as K 192 I'm No Fool With a Bicycle or K 205 I'm No Fool As a Pedestrian. (9) Discuss the proper place to play. (10) Play games that review safety rules. (11) Discuss safety in group travel and on field trips. (12) Make a class poster depicting safety precautions.

B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Adjustment	3. Pupil Activities to Provide Language Development
a. Role play fears of riding on the bus, train, or airplane, including ways to overcome these fears. b. Dramatize situations that might develop while traveling, along with their solutions. (1) Loss of money (2) Illness (3) Accidents (4) Car break down c. Discuss how to be a good citizen while walking to and from the cab or bus stop. (1) Go straight to the destination without stopping and visiting. (2) Stay on the sidewalk. Do not walk through the yards of other people. d. Use finger puppets to help relate concern about traveling. e. Make a self improvement chart. f. Listen to stories about happy children. g. View the film, S 785 Dangerous Stranger. h. Play the sentence game, "What Would You Do If?" ("What would you do if" a new child in the room started crying?). i. Pantomime happiness, sadness, anger, surprise, fear, sorrow, silliness, kindness, friendliness, and loneliness.	a. Practice sharing and taking turns. b. Play games involving listening carefully and following instructions. c. Dramatize a situation that requires excellent manners. d. Construct a traffic signal and pantomime a courteous pedestrian. e. Practice courteous habits used when people visit. f. Develop a list of "considerations" for other people. g. Discuss manners at public gatherings. h. Discuss responsibility for public and private transportation. i. Role play being on a bus, practicing courtesy words such as "excuse me" or "thank you." j. Practice making introductions. k. Dictate sentences for experience charts about situations that have required good manners on a bus, on a school bus, or in the family car. l. Play a game using courtesy words such as "May I?" m. Discuss respect for all people. n. Listen to stories of children who cooperate with others. o. Listen to recordings of children's stories.	a. Orally practice giving your name and address as the roll is called. b. Record on tape your name and address. c. Listen to stories about travel and modes of travel. d. Discuss and write rules for travel. e. Listen to a tape recording about travel. f. Identify and pin pictures of kinds of vehicles on a clothesline or wire that has been stretched across the room. g. Tell stories about a trip you have taken. h. Discuss names of streets around the school. i. Play the game, "Jack in the Box," for practice in listening and following instructions. j. Discuss the people who operate public vehicles and why we should be courteous to them. k. Starting from home indicate on a map how to go to some point of interest. l. Recall what is seen on the way to school each morning. m. Discuss why we have traffic aids. (1) Parking meters (2) Street lights (3) Safety signs

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
		(4) Traffic lights (5) Broken and solid center stripes n. Use reading readiness game, "Who Gets It?" o. Identify an object tapped by someone, answering in complete sentences. p. Play the game, "I am going on a trip." Suggest an item that will be taken on a trip, repeat, and add one extra item each time. q. View flash cards showing the names of children in the class. r. Complete a readiness sheet dealing with likenesses and differences. s. Listen on headphones to recordings about travel. t. Listen to recordings of different sounds. u. Do finger plays about travel.

C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
a. Follow directions such as in front of, in back of, before, after, and in between. b. Review the time to come to school, to go to eat, or to go home. c. Place pictures of vehicles in different places around the room and talk about whether they are high or low, near or far, or above or below. d. Count things while on a field trip around the school. (1) Number of blocks traveled (2) Number of streets crossed (3) Number of trees seen on the campus (4) Number of people met (5) Number of cars, taxis, and buses seen e. Line up in a row for a bus trip; discuss who is first, second, third, middle, and last. f. Make a booklet illustrating the various modes of travel. g. Do finger plays and poems such as "Five Little Squirrels" and "Ten Little Indians." h. Discuss how many blocks around the school, how far the school is from home, and whether each child's house is close or far. i. Place pins on a neighborhood map to show the homes of the class members and to use for a discussion of distance from one place to another.	a. Discuss appropriate clothing to be worn on trips during various kinds of weather. b. Make a bulletin board depicting clothes to be worn on trips. c. Discuss and recall types of clothing seen on the way to and from school. d. Observe the traffic signs on a field trip and discuss their need. e. Observe and discuss the weather and its changes. f. Make a weather chart. g. Make clocks and manipulate the hands to indicate the time for various activities. (1) Arrival of school bus or taxi (2) Free play time (3) Going home h. Notice seasonal changes in the community and record these on an experience chart. i. Draw a map of the neighborhood on the chalkboard. Using colored chalk make geometric figures to represent the buildings in the neighborhood. j. Discuss how roller skates, wagons, or scooters are used to deliver orders, carry messages, or go on errands. k. Discuss in one or two sentences how the family car is used for shopping, visits, fun, and general transportation.	a. Discuss various businesses and the kinds of workers they employ. b. Make a diorama of the different modes of travel. c. Discuss the skills needed for different types of jobs. d. Clean up after each activity. e. Keep your desk and property neat and clean. f. Discuss the many people who assist travelers such as cooks, mechanics, park attendants, and maids. g. Discuss how friends are made through smiling, conversing, being a good listener, and assisting with tasks. h. Pantomime the proper use of the hammer, screwdriver, pliers, sandpaper, scissors, and saw. i. Make projects from wood, cardboard, and plastic bottles. j. Discuss safety rules to follow in working with tools and equipment. k. Discuss the importance of being punctual. l. Discuss a favorite story book character, list his good qualities, and analyze why he is admired. Consider such characteristics as courage, honesty, self control, self reliance, and dependability. m. Mold travel objects from clay. n. Collect travel pictures to make a book.

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
j. Play "Bus" using play money, pantomiming each procedure. (1) Getting on and off of buses (2) Paying the fare (3) Taking a seat (4) Crossing in front of people (5) Calling the bus stops (6) Talking about what is seen from the window k. Play "Train" with cards numbered 1 to 10; as the engine passes, hook on in the order you are numbered. l. Play "Train" found on rhythm record RRC 203, "Number Readiness."	1. Discuss and role play riding the elevator and escalator from one floor to another.	o. Make a display of picture postcards collected on a trip. p. Make a train from cardboard boxes, and role play the engineer, brakeman, conductor, and other railway employees.

V. EVALUATIONS

A. Did the pupils increase their understanding of the different modes of travel?

B. Did the pupils become more conscious of the environment where they live?

C. Did the pupils acquire better health and safety habits?

D. Did the pupils become more conscious of the necessity for group cooperation?

E. Did the pupils attain a better attitude and understanding toward people who operate public conveyances?

F. Did the pupils further develop their coordination and sensory skills? What particular skills were enhanced?

G. Did the pupils show indication that their social adjustment had improved? Are they able to get along better with others?

H. Did the pupils become more aware of vocational opportunities?

I. Did the pupils increase their understanding of numbers? If so, how much?

J. Did this unit on travel increase their general understanding of themselves in relation to their environment?

VI. SUGGESTED FILMS

K	67	The Weather
K	90	Seasonal Changes in Trees
K	192	I'm No Fool with a Bicycle
K	205	I'm No Fool as a Pedestrian
K	256	Beginning Good Posture Habits
S	71	Airplane Trip
S	173	Safety to and from School
S	182	What Makes Rain
S	201	The Bus Driver
S	356	We Go to School
S	608	We Play and Share Together
S	638	Airplanes (And How They Fly)

S 639 Bicycle Safety
S 785 Dangerous Stranger
S 1015 Steam Locomotive
S 1057 Zoo Animals

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Carlisle, N. and M. The True Book of Automobiles, Children's Press, n.d.

Chandler, Edna Walker. Cowboy Sam and the Rodeo, Beckley Cardy, Chicago, 1951.

Colonius, Lillian. At the Airport, Revised Edition, Children's Press, n.d.

Greene, Carla. Good Times on a Motor Holiday, Children's Press, n.d.

Greene, Carla. I Want to Be a Bus Driver, Children's Press, 1957.

Lewellen, John. The True Book of Airports and Airplanes, Children's Press, n.d.

McCall, Edith S. The Buttons See Things That Go, Benefic Press, Dallas, 1960.

McEwen, C. S. Away We Go, Crowell, 1956.

Pope, Billy and Emmons, Ramona. Let's Take an Airplane Ride, Benefic Press, Dallas, 1959.

Russell, S. How Shall We Ride Away?, Children's Press, 1967.

Scarry, Richard. The Great Big Car and Truck Book, Golden Press, n.d.

Selby-Lowndes, Joan. How the Circus Works, Verry, 1962.

Weber, Irma. Traveler's All, W. R. Scott Company, n.d.

Zaffo, George J. The Giant Nursery Book of Travel Fun, Doubleday, n.d.

Unit VII Recreation and Leisure

UNIT VII

RECREATION AND LEISURE

(Suggested Time: 4 to 5 Weeks)

I. INTRODUCTION

Worthy use of leisure time has been a goal of education for more than half a century and is still important today, since each year people have more leisure. The four-day work week will be a reality in the near future. Recognizing the importance of this goal, this unit attempts to provide a better understanding of how the child, his family, and his friends can fill their leisure hours with worthwhile, enjoyable activities.

This unit stresses improved attitudes toward leisure and toward others with whom the child will come in contact during recreation. The child needs to know different games and activities appropriate for home, school, and community; this unit affords him the opportunity for such growth.

Through better use of leisure the child will gain a greater appreciation for home and family and the possibilities for enjoyment in the home environment.

II. OBJECTIVES

A. To develop understanding of how each child can have fun alone and with his family and friends

B. To develop proper attitudes and habits in using leisure time wisely

C. To develop appreciation for home and for its possibilities in providing enjoyment and pleasure

D. To develop consideration for friends and other members of the family while engaging in recreational activities

E. To develop a knowledge of various games and activities for different types of weather at home and in the community

F. To develop a knowledge of the places in the neighborhood available for leisure and recreation

G. To acquire a proper sense of responsibility for recreational facilities

H. To assist the child in developing friends who may contribute to his sense of well being

I. To develop the skills necessary for leisure and recreational activities and games

III. MOTIVATIONAL ACTIVITIES

A. Bring pictures of families, children, or men and women having fun at home or in the community.

B. Show a film or filmstrip relating to recreation or leisure time activities.

C. Play records for rhythm, games, singing, or listening.

D. Provide magazines from which the pupils can cut pictures to be placed in a booklet.

E. Provide newspapers in which are mentioned places in the community where one can have enjoyment.

F. Take a field trip to a place used for leisure such as a park (slides, swings, tennis court), museum, botanical gardens, swimming pool, recreation center, zoo, theater, or road side park (picnic area).

G. Have children assist in making posters depicting recreational activities appropriate for different types of weather.

H. Make a colorful bulletin board with pictures of the children doing recreational or leisure activities.

I. Make a diorama of a park with its equipment.

J. Let the children record on tape what each enjoys doing at home on the weekend.

K. Provide an aquarium or a pet for which the children can be responsible.

L. Use experience charts to record experiences of the class.

M. Make puppets and illustrate children having fun.

IV. DEVELOPMENTAL GOALS FOR CHILDREN

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Perform to music such activities as walking, marching, running, bending, hopping, and skipping. (2) Use such equipment as balls to roll, bounce, throw, catch, and kick and ropes to pull and jump. (3) Engage in activities which do not require equipment such as galloping, tumbling, skipping, rolling, wrestling, and swimming. (4) Use the chalkboard for tracing. (a) Name, using finger or large colored chalk (b) Lines and curves, needed to make the alphabet (c) Numbers (5) Play circle games such as "Drop the Handkerchief," "Cat and Mouse," "Cut the Cherry Pie," and "Ring Call Ball." (6) Plan line games such as "Brownies and Fairies," "Old Mother Witch," and relay races. (7) Play plain tag, skip tag, hop tag, or other variations of tag. (8) Balance on each foot; close eyes and balance. b. Engage in activities using fine muscles. (1) Draw, color, cutout, and paste pictures.	a. Develop the taste, smell, and tactile senses. (1) Color pictures over textured materials such as sandpaper, wallpaper, screen wire, and corrugated paper. (2) On a field trip, feel and smell such things as rocks, grass, bark from trees, flowers, leaves, and dirt. b. Develop visual skills. (1) Observe the color and size of things around you on a field trip such as grass, trees, water, birds, and animals. (2) Play such games as "Shoe, Shoe, Whose Shoe Have I?" using a blindfold. (3) Look for insects in the grass and on tree trunks. c. Develop auditory skills. (1) Listen to sounds on a field trip such as water running, wind blowing, leaves rustling, animals moving, and birds singing. (2) Listen to concept records. d. Develop motor skills. (1) Pantomime songs. (2) Play games. (a) "I am going on a trip and I want to pack something that	a. Develop health habits. (1) Make a class booklet illustrating good health rules for playing out of doors. (a) Wear proper clothing. (b) Keep toys and objects away from the mouth. (2) Make a chart or bulletin board illustrating rules for playing out of doors. (3) Discuss the importance of not being a "Litter Bug." (a) Spreads sickness (b) Destroys beauty (4) Make a "Litter Bug" poster using stick figures or pipe cleaners. (5) Make and use puppets to discuss health rules and habits. (6) View the filmstrip, 526 Cleanliness. (7) Listen to the story, "Health Can Be Fun." b. Develop safety habits. (1) Discuss and demonstrate the care and use of the record player, radio, and television. (a) Plugging the cord into electrical outlet

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(2) Complete art projects using clay, finger paint, beads, and other art materials. (3) Fold and cut paper to make interesting shapes and patterns. (4) Put together jigsaw puzzles. (5) Block print with vegetables. (6) Connect dots or use the peg board to make a picture or pattern. (7) Participate in finger plays.	starts with---(use the sound of a letter of the alphabet)." A child selects a picture of this and deposits it in a box. (b) Play scarf games. (c) Use a scarf in rhythm exercises.	(b) Using several pieces of equipment at one time (c) Keeping the hands from inside electrical equipment (2) View a film on safety such as S 478 Let's Play Safe. (3) Listen to the story, "Safety Can Be Fun." (4) Discuss experiences similar to those in stories. (5) Discuss ways to protect the eyes while playing and working. Consider protection from pointed objects, thrown objects, dust, and liquid. (6) Demonstrate how to protect the ears from very loud noises such as music, whistles, sirens, and voices. (7) Discuss safe places to play near home such as the yard, sidewalk, driveway, playroom, and vacant lot. (8) Discuss and make a list of the safety rules to observe on a field trip. (9) Discuss rules for playing in parks and recreation centers. (a) Obey rules of the park. (b) Watch where you are walking or playing. (c) Keep your hands to yourself.

B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Adjustment	3. Pupil Activities to Provide Language Development
a. Dramatize situations that might develop while playing with others. b. Discuss ways to have fun alone and with a group. (1) Play jacks. (2) Play ball. (3) Listen to the radio. (4) Draw pictures. c. Use hand puppets to express alleviation of fears of heights. d. Draw or paint pictures which depict problems that occur while watching television or listening to the radio. e. Dramatize sharing the television or radio. f. Discuss taking turns and maintaining happy dispositions. Demonstrate during physical education. g. Participate in a mock television show. h. Participate in a panel discussion. i. Record on tape the right way to settle a disagreement. j. Listen to a story about someone who learned to control a bad temper. k. Tell stories that encourage laughter. These can be nonsense stories. l. Play games such as "What Would You Do If?" (1) You found some money on the ground.	a. Dramatize good and bad habits. Use a story like "Rumpelstiltskin." b. Practice using courtesy words such as "excuse me," "thank you," and "please." c. Practice home and school rules. d. Develop occupational skills. (1) Picking up crayons, paper, or scissors from the floor (2) Cleaning up after work or play e. Discuss sharing and taking turns while using playground equipment. f. Discuss obeying adults. g. Promote good citizenship through keeping a citizenship chart. h. Review rules used on field trips. i. Discuss ways to make and keep friends. (1) Be polite. (2) Speak first. (3) Smile pleasantly. j. Discuss proper attitudes toward recreation. k. Make a list on the chalkboard of courtesy words. l. View a film on courtesy. m. Make a list of specific things that you can do when you are angry.	a. Discuss games that we play at home and in the park. (1) Quiet games--guessing games and cards (2) Active games--ball and jump rope b. Listen to stories about friends and playtime. c. Discuss games to play or activities with family members and friends when they come to visit. (1) Sing songs. (2) Watch television. (3) Look at or color books. (4) Make snacks to eat. d. Discuss the appreciation of home as a place to have fun. e. Use puppets to name the various ways to have fun. f. Discuss a field trip to the park, museum, swimming pool, or recreation center. g. Make an experience chart of experiences before and after a field trip. h. Discuss rules to observe on a field trip. (1) Going and coming by bus or car (2) Courtesy words to use with everyone (3) Rules of the places to be visited (4) The treatment of members of the class

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
(2) Someone pinched you as he passed. (3) Your parents said that you could not go to the movies because of a lack of money. (4) One of your friends suggested you take something that did not belong to you.	n. Make picture charts depicting a child who "pouts" and one who smiles. o. On the chalkboard, make circle heads with colored chalk. Demonstrate the lines for a smile and the lines for a frown. p. Listen to a story about people who live and play together. q. Discuss how you and your friends play together.	i. Discuss things to observe while on a field trip. (1) What to see (2) What to feel (3) What to listen to (4) What to smell (5) What to do j. Tape record what was enjoyed most on a field trip. k. Record conversations of other children when they are dictating sentences to the teacher. l. Discuss, dictate, and copy "thank you" letters to those whom you visited or those who helped on a field trip. m. Demonstrate how the voice may be used to show happiness, sadness, anger, sympathy, or fear.

C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
a. Line up in front of the room. Observe and tell which child is first and last, tall and short, before and behind, or older and younger. b. Count crayons, people, pictures, trees, and recreational objects. c. Keep score or tell when a score is made while playing games. d. On a felt board, demonstrate number concepts. e. Collect pictures of parks and recreational facilities in the community and count the number of places. f. Count number of parks and places of recreation in the telephone book. g. Do finger plays about recreation. h. View filmstrip 9010 and match sizes--big-little, tall-short, etc. i. Discuss the time for a trip to a park or another field trip. j. Discuss the amount of cold drinks, sandwiches, cookies, etc., needed for a party. k. Play games which emphasize number concepts. (1) "Bounce the Ball" (You bounce the ball any number of times between one to ten while the other children close their eyes. The child that correctly states the number of bounces becomes the bouncer). RRC 2103 - Creative Rhythms	a. Notice the changes in seasons by observing the trees around the school. b. Discuss and write on the board the varied recreational activities available during different seasons. c. Make a class bulletin board display, depicting types of clothing worn for recreation and leisure during different seasons. d. Make a chart depicting seasonal recreational activities such as boating, picnicking, skating, swimming, and fishing. e. Classify the seasons of the year by sorting pictures of trees and landscapes cut from magazines. f. Discuss inexpensive places to go for fun. g. Make a scrapbook of clothing worn during the four seasons. h. Play appropriate games. (1) Feel of a warm object, then a cold object, and make the distinction. (2) Draw a large snowman and paste cotton on him; take turns throwing styrofoam balls at him. (3) Stand in a circle and pantomime the weather; shivering-cold, etc. i. Discuss how to care for pets and the place of pets in family life. j. Make up story games about pets--"My pet has wings, it lives in a cage, it is a _____."	a. Discuss purposes of recreation and its effect on the body. b. Take a trip to parks and other places for recreation to see what jobs are necessary for their upkeep. c. Perform tasks which can be used in recreation areas. (1) Picking up paper (2) Emptying wastebaskets d. Discuss the people seen on a trip to the park and select the job that you would like to perform. e. Discuss the attitudes the people portrayed and decide if these were necessary for success in their jobs. f. Observe if the people you met were clean and neat and if this was necessary. g. Pantomime what you would like to be when you grow up. h. Discuss hobbies related to class activities. (1) Collecting stamps (2) Caring for plants (3) Collecting picture cards of athletes, actors, etc. (4) Collecting dolls and clothing (5) Collecting toy animals i. Tell about your hobby and show it to the class.

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
(2) "Game of Opposites" (One child calls a name and another gives the opposite--high-low, etc.) (3) "Fishing Game" (Cut fish from construction paper and use paper clips for mouths. Make a pole from stick, string, and magnet. Fish for numbers on fish and tell which number you get. Game may be varied by using colors, opposites, or sizes.) l. Practice buying tickets to various activities; using play money, purchase popcorn and cold drinks.	k. Discuss things to do at an amusement park. l. Discuss year-round activities.	j. Plan a class hobby show. k. Secure a pet for the classroom and learn to care for it. l. Learn to recognize the meaning of signs found in the park.

V. EVALUATIONS

A. Did the pupils enjoy and indicate an interest in recreational activities?

B. Did the pupils develop the desirable skills and attitudes necessary for recreation and leisure-time activities?

C. Did the pupils learn about the many recreational facilities at home and in the community?

D. Did the pupil improve his cooperation with the group?

E. Were safety and health habits of the child improved?

F. Is the child more nearly adequate in his ability to play with others?

G. Did the child develop adequate personal and social competencies?

H. Did the pupils increase their ability to discriminate?

I. Did the pupils enhance their sensory skills?

J. Did the pupils increase in their knowledge of their environment?

K. Did the pupils improve their vocational awareness?

VI. SUGGESTED FILMS

K	27	Five Colorful Birds
K	82	Legend of the Pied Piper
K	93	The Little Red Hen
L	635	Exercises Can Be Fun
LK	751	Rope Skipping
RK	143	The Fort Worth Story
S	167	Let's Go to the Zoo
S	297	Zoo's Who
S	478	Let's Play Safe
S	846	Blow, Wind, Blow
S	918	Telling Time by the Clock
S	1200	Manners in School

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Adelson, Leone. All Ready for Summer, Hale, n.d.

Chandler, Edna Walker. Cowboy Sam and the Rodeo, Beckley, n.d.

McCall, Edith S. The Buttons At the Soap Box Derby, Benefic Press, Dallas, 1961.

McCall, Edith S. The Buttons At the Zoo, Benefic Press, Dallas, 1960.

McCall, Edith S. The Buttons Go Camping, Benefic Press, Dallas, 1961.

McEwen, C. S. Away We Go, Scott, Foresman, n.d.

Robertson, Lillian. Picnic Woods, Harcourt, 1949.

Steiner, Charlotte. Kiki Goes to Camp, Doubleday, n.d.

Unit VIII The Seasons

UNIT VIII

THE SEASONS

(Suggested Time: Use periodically with change of seasons)

I. INTRODUCTION

This unit on seasonal activities is designed for use throughout the entire school year. It stresses the importance of the four seasons, beginning with the fall season and progressing through winter, spring, and summer. It gives consideration to the observance of important national holidays. Birthdays of famous men in history, such as Washington and Lincoln, are also recognized. The birthdays of the children in the class can also be celebrated with simple class parties.

II. OBJECTIVES

A. To acquaint the child with the concept of seasons

B. To develop a knowledge of how seasonal changes affect the environment

C. To help the child understand the effect of seasonal changes on his activities

D. To develop an understanding of patriotic observances, practices, and customs in the community

E. To assist the child in learning his birthday and the importance of knowing it

F. To develop in the child the ability to entertain himself at home and during vacation periods

G. To develop an altruistic attitude in the child

H. To assist the child in understanding the importance of health and safety

I. To help the child develop an attitude of acceptance toward persons of all races and creeds

J. To assist the child in becoming a good citizen in his home, school, and community

III. MOTIVATING ACTIVITIES

A. Show films and filmstrips about the seasons, holidays, and patriotic observances such as, S 43 Autumn on the Farm, K 144 Winter on the Farm, and S 994 The Calendar: Days, Weeks, and Months.

B. Display charts and pictures showing seasonal changes.

C. Make a weekly or monthly bulletin board illustrating special events, holidays, fire prevention, bicycle safety, kite safety, dental week, and others.

D. Use records that relate to seasons and holidays such as Concept Records, Volumes I, II, and III.

E. Teach the children seasonal and holiday songs.

F. Provide stimulating art materials such as colored paper, scissors, paste, clay, and tempera paint.

G. Make tape recordings of the children's voices.

H. Provide puzzles and games.

I. Teach children action games using balls, jump ropes, rubber horse shoes, etc.

J. Provide seasonal objects for children to touch, taste, and smell such as pumpkins, Christmas trees, eggs, fruits, or nuts.

K. Recognize children's birthdays.

L. Provide picture books about the seasons and holidays.

M. Read holiday stories.

N. Provide supplies for holiday snacks.

O. Plan holiday parties.

IV. DEVELOPMENTAL GOALS FOR CHILDREN

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) March, clap, and exercise to records such as "Action and Imitative" RRC 103. (2) Sing and dramatize such songs as "Teddy Bear, Teddy Bear." (3) Listen to music, then act out the feeling it gives (Rhythm Record RRC 2103). (4) Play holiday games given in Physical Education for Elementary Schools, Curriculum Bulletin No. 201.1, pages 129-133. (5) Jump the rope. (6) Skip, jump, hop, walk slowly, walk rapidly, take big steps, and take little steps. b. Engage in activities using fine muscles. (1) Perform finger plays that are seasonal. (2) Use finger paint to make seasonal scenes. (3) Make dot to dot designs that have been prepared. (4) Trace patterns and color within the lines. (5) Fold and cut out snowflakes. (6) Cut different shapes of colored paper and paste them on manilla paper to make a pleasing design.	a. Develop the taste, smell, and tactile senses. (1) Discuss daily weather each season. Observe the change from hot to cold, and sunshine to rain. (2) Feel different textures of material that are worn in different seasons and on different occasions. (3) Handle and feel different textures of articles used in different seasons, e.g. pumpkins, apples, Christmas trees, eggs, and flowers. (4) Identify different odors, such as leaves burning, cake baking, and coffee brewing. b. Develop visual skills. (1) Identify objects in pictures or on charts. (2) Discuss the changes in the appearance of the landscape in each season. (3) Match appropriate objects to different seasons or months on prepared material. (4) Sort objects that are alike and different. (5) Cut out pictures to illustrate different seasons. c. Develop auditory skills. (1) Listen to tapes or records and identify different sounds (CL #9 The Five Senses).	a. Develop health habits. (1) Discuss appropriate dress for different seasons and weather. (a) Coat or sweater in the winter (b) Raincoat when it is raining (c) Clothes that are easy to keep clean (2) Tell why it is necessary to stay home when one is sick with the measles, a cold, or other ailment. (3) Demonstrate how to brush the teeth. (4) Discuss health precautions to take during holidays. (a) Eat a balanced diet. (b) Eat regularly. (c) Get plenty of rest. (d) Dress appropriately for the weather. b. Develop safety habits. (1) Study safety precautions to observe regarding fires. (a) Have a fireman discuss fire safety in October if possible. (b) Practice fire drills. (c) Discuss rules to follow when making camp fires.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(a) Snowman from circles (b) Birds from different shapes (7) Trace around the hand or shoe and compare with friends. (8) Make finger puppets.	(2) Listen to stories about the seasons. (3) Practice recognizing different sounds made by pupils or teacher in different parts of the room. (4) Identify such sounds as a bell ringing, a drum, popcorn popping, leaves blowing, or rain falling. d. Develop vocal skills. (1) Tell stories about holidays. (2) Tell what the family does on a designated holiday or on weekends. (3) Discuss differences in how the various holidays are observed. (4) Describe seasonal pictures on a chart or bulletin board or in a book. e. Develop motor skills. (1) Make finger puppets and act out stories. (2) Put together seasonal puzzles. (3) Cut out leaves from paper and color them. (4) Spade a small plot and plant seeds. (5) Collect bean pods and shell for bean bags and pictures.	(d) Draw pictures about fire safety. (2) Practice safety during all holiday observances. (a) Wear white for Halloween. (b) Carry flashlights instead of candles. (c) Walk carefully on wet or icy sidewalks. (3) Discuss kite safety in March. (4) Make a bulletin board about kite flying. (5) Set up rules for playground safety. (6) Identify safety signs. (7) Discuss safety procautions needed with each new season.

B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Adjustment	3. Pupil Activities to Provide Language Development
a. Dramatize enjoyable activities in the fall, winter, spring, or summer such as "A Day of Fun in the Snow" or "Going on a Picnic."	a. Plan birthday and holiday parties.	a. Make a calendar each month and mark season or holiday with appropriate symbol.
b. Use puppets to tell about Halloween, Thanksgiving, Christmas, or other holidays.	b. Discuss and practice proper party manners.	b. Repeat the days of the week and the months of the year.
c. Draw, paint, or color seasonal pictures.	c. Practice the use of such courtesy words as "please," "thank you," "excuse me," and "no, thank you."	c. Repeat the day and the date each day.
d. Dramatize different kinds of behavior and tell reasons for such behavior.	d. Share and take turns at seasonal parties and at treat time.	d. Copy a daily weather story from the board.
(1) Sharing toys with others	e. Discuss the importance of assuming responsibilities around the home.	e. Listen to seasonal stories and tell something about the story.
(2) Helping family members or classmates	(1) Clean your feet before entering the home or building in wet weather.	f. Tell what the family does at Thanksgiving, Christmas, on a camping trip, or another activity.
(3) Talking loudly to get attention	(2) Hang your coats in the proper place.	g. Arrange seasonal and holiday pictures in sequence.
(4) Pushing ahead in line	(3) Close the door quietly.	h. Complete readiness exercises.
(5) Talking out of turn	(4) Put away your pajamas when you dress in the morning.	(1) Mark like things and things that are different.
(6) Boxing or wrestling with others	f. Plan activities for each month and season as it occurs.	(2) Underline pictures of objects that have the same sound.
e. Practice common courtesies by playing games such as "May I?"	(1) Make bulletin boards.	(3) Mark pictures that go together.
f. Discuss the importance of good manners.	(2) Discuss the weather.	i. Dictate seasonal experience charts to the teacher.
(1) Manners in public eating places	(3) Serve treats or have a party.	j. Listen to records of holiday stories and songs.
(2) Manners in the classroom	(4) Discuss and make booklets of suitable garments for different seasons.	k. Look at pictures of the four seasons, name the things in each picture, and tell the differences among the pictures.
(3) Manners on a field trip	(5) Discuss holidays and how they are observed.	l. Learn seasonal songs and nursery rhymes.
(4) Manners in church or other public place	(6) Discuss famous men such as Washington and Lincoln.	m. Play "What am I Doing?"
g. Set up goals for suitable classroom behavior.	(7) Plan a guest day such as "An Autumn Tea."	
(1) Arrive on time.		

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
(2) Keep desk in neat order. (3) Use own supplies. (4) Obtain permission before using supplies belonging to others.	g. Listen to seasonal stories. h. Pantomime "Chicken Little" or another appropriate story. i. Serve as the host for a party or open house. j. Choose sides for a game. k. Choose host and hostess for a party.	n. View films and filmstrips appropriate to the seasons and holidays. o. Relate what was seen in a film. p. Follow instructions given in records such as "Concept Records."

C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
a. Engage in activities to develop number concepts. (1) Play games that develop relation concepts such as over, under, in front of, behind, and beside. (2) Learn the names of the days of the week, months of the year, and seasons. (3) Cut paper into triangles, squares, and other geometric shapes. (4) Trace over triangles, squares, and other figures prepared by the teacher. (5) Sort blocks or leaves into like shapes and sizes. b. Engage in activities to improve counting skills. (1) Practice counting to ten. (2) Match numbers made of felt, sandpaper, or other textured material. (3) Play counting games. (4) Count off classmates for a game. (5) Make number books. (6) Count pupils' plates, napkins, and glasses when serving at a class party. (7) Count boys and girls in the class. (8) Count coins. (9) Count ornaments on a Christmas tree.	a. Collect colored leaves in the fall, and discuss why they have changed color. b. Discuss different kinds of weather and how it affects the environment. c. View fall and winter pictures and tell what changes take place. (1) Change in weather (2) Change in clothes (3) Change in habits of animals d. Draw a spring picture. e. Discuss summer fun. f. Make drawings to be put on seasonal bulletin boards. g. Plant a tulip bulb in the fall. h. Plant beans in the spring. i. Take a field trip at the beginning of each season. (1) Observe and discuss the changes in trees, flowers, and shrubs. (2) Discuss the difference in clothing worn each season. j. Take a trip to the zoo. k. Plan a birthday party for each child. l. Construct an ice skating scene. m. Make a class book on the first Thanksgiving.	a. Take a field trip to the park. Discuss workers that are necessary to keep the park attractive and clean. b. Take a walk around the neighborhood and name the different jobs that people perform to keep the neighborhood neat and attractive. c. Discuss seasonal jobs in the garden. (1) Sweeping up leaves (2) Planting seeds (3) Cutting the lawn or trimming hedges d. Discuss seasonal jobs in the neighborhood. e. Tell what kind of jobs parents have. Discuss how weather affects their work. f. Discuss daily jobs performed at school by maids and custodians and tell what jobs they have to do in the summer. g. Take a field trip to a neighborhood shopping center each season, and discuss the difference in merchandise on display. h. Find pictures in magazines that show what parents do. i. Make a booklet of community helpers. j. Tell name and address. k. Practice telephone manners on Tele-Trainer. l. Role play seasonal jobs or activities. m. Pass out art supplies.

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
c. Improve time concepts through the following activities. (1) Repeat the days of the week and the months of the year. (2) View the film, S 994 The Calendar: Days, Weeks, and Months. (3) Learn your birthday. (4) Discuss the daily schedule. (5) View the film, S 477 Pirro and the Alarm Clock. (6) Discuss the dates of holidays, beginning of each season, and days between holidays. d. Play games which emphasize number concepts. (1) Play number lotto. (2) Use the magnetic board. (3) Identify flash card numbers.	n. Discuss how families observe different holidays. o. Discuss obeying rules at home and school.	n. Clean up after each job before a new one is started. o. Mold objects from clay such as pumpkins, leaves, and flowers.

V. EVALUATION

A. Did the child develop a better understanding of the seasons of the year?

B. Did the child develop a basic concept of customary observances of special days?

C. Did the child acquire better basic health habits?

D. Did the child learn basic seasonal safety rules?

E. Was better mental health attained through situations and activities that helped the child solve his problems?

F. Did the child become better adjusted to his environment at school and at home?

G. Did the child learn his name, address, telephone number, and birthday?

H. Did the child become familiar with the names and characteristics of the seasons?

I. Did the child learn the names of the days of the week and months of the year?

J. Did the child improve his ability to tell time?

K. Did the child learn why certain patriotic days are observed?

VI. SUGGESTED FILMS

K	41	Birds in Winter
K	43	Autumn on the Farm
K	142	Summer on the Farm
K	144	Winter on the Farm
K	163	Miracle of the Trees
K	167	What the Frost Does
S	37	Seasons and Their Causes
S	476	Pirro and the Thermometer
S	477	Pirro and the Alarm Clock
S	918	Telling Time by the Clock
S	994	The Calendar: Days, Weeks, Months
S	1064	Treasures in Snow

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

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Lenski, Lois. Now It's Fall, Oxford, 1948.

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McGovern, Ann. Why It's a Holiday, Random House, 1960.

Podendorf, Illa. The True Book of Seasons, Children's Press, 1955.

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Zion, Gene. The Summer Snowman, Harper, 1955.

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Part Three

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B. Books

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Strauss, Alfred A. and Lehtinen, Laura E. Psychopathology and Education of the Brain Injured Child, Grune and Stratton, 1947.

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Tredgold, A. F. A Textbook of Mental Deficiency, Eighth Edition, Bailliere, 1952.

Wallin J. E. Education of Mentally Handicapped Children, Harper, 1955.

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_____. Puppetry in the Curriculum, Board of Education of the City of New York, Curriculum Bulletin, 1947-1948, Series No. 1, 1948.

C. Periodicals

American Journal of Mental Deficiency, 224 East 28th Street, New York, New York 10016.

Education and Training of the Mentally Retarded, The Journal of the Division on Mental Retardation, The Council for Exceptional Children, A Department of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

D. Filmstrips

1. The following filmstrips are from the List of Equipment and Supplies for E. M. R., Department of Special Education, Fort Worth Public Schools.

a. Filmstrips: Encyclopaedia Britannica

#8990	Playing Community Helpers	$6.00
#8990	Going Shopping	6.00
#7760	Neighborhood Workers	6.00
#8990	Going Places	6.00
#8990	Going Downtown	6.00
#8990	Going to the Country	6.00
#8990	Going to the Zoo	6.00
#9010	Taller? Shorter? Larger? Smaller?	6.00
#9010	Getting Acquainted with Numbers	6.00
#7640	Safety Helpers	6.00
#7640	Play Safety	6.00
#7660	Keeping Clean and Neat	6.00

b. Filmstrips: Eye Gate

#192B	Lucy Learns to Share	9.00
#192D	Try, Try, Again	9.00
#192H	Please Is a Good Word	9.00
#150B	Off to School	5.00
#150C	Inside the School	5.00
#S-2	Where Our Daddies Work	6.00
#96	Our Neighborhood Workers	39.00

2. Check your school filmstrip cabinet for other suitable filmstrips to use with the units.

E. Records

1. The following records are from the Equipment and Supply List, Special Education Department, Fort Worth Public Schools.

Basic Concepts Through Dance, EALP #601 (Body Image)	$ 5.95
Concept Record, Volume I	5.95
Concept Record, Volume II	5.95
Concept Record, Volume III	5.95
Physical Fitness for Primary Children, RRC-803	4.95
Sing a Song of Home, Neighborhood and Community, RB-3826	6.95
Communities and Community Helpers, CL#11	6.95
Rhythm Time #1, RB-3841	5.95

Listening Time #1, RB-3835	5.95
Songs for Children with Special Needs, RB-3828	4.95
The Five Senses, CL#9	4.95
Singing Games #1, RB-3845	4.95
Reading and Number Readiness, RRC-203	4.95
Creative Rhythms (24), Action and Imitative, RRC-103	4.95
Music for Exceptional Children #1	6.00
Music for Exceptional Children #2	6.00
Sounds I Can Hear	15.00
Honor Your Partner, Album X (Folk Dances, Play Party, Games, Singing)	12.00

2. The following films are not on the list of supplies.

Rhythm Record--Creative Rhythms, RRC-2103	4.95
Rhythm Record--Words and Movement, RRC-1203	4.95
Rhythm Record--Preschool Activities, RRC-1703	4.95
Rhythm Record--Rhythm Band, RRC-2003	4.95
Rhythm Record--Hand Rhythms, RRC-2203	4.95
Rhythm Record--Modern Mother Goose, RRC-3103	4.95
Rhythm Record--Dance Steps-Dances, RRC-1303	4.95
Pathways to Phonic Skills, Volume I, LL-3	5.95

II. BIBLIOGRAPHY FOR PARENTS

Buck, Pearl S. The Child Who Never Grew, John Day, 1950.

Heiser, Karl F. Our Backward Children, Norton, 1955.

Kirk, S. A., Karnes, M. B., and Kirk, W. D. You and Your Retarded Child (A Manual for Parents), Macmillan, 1955.

Levison, A. The Mentally Retarded Child: A Guide for Parents, John Day, 1952.

Rogers, Dale E. Angel Unaware, Fleming H. Revell Company, Los Angeles, California, n.d.

_____. Schools for Young Children: A Handbook of Guiding Principles for Parents and Teachers, Texas Education Agency, Texas State Department of Education, Austin, Texas, (Third Printing), 1956.

Appendix

Part Four

APPENDIX A

Name of Child _____

EVALUATION STANDARDS

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
I. READINESS				
A. Sees likeness and difference in objects				
B. Finds differences in near and alike objects				
C. Sees likeness and difference in single pictured concrete objects				
D. Matches double pictured concrete object cards				
E. Matches triple pictured concrete object cards				
F. Reads pictures from left to right				
G. Recognizes primary colors				
H. Recognizes secondary colors				
I. Can sort cards of primary and secondary colors				
J. Matches abstract figures with a color clue				
K. Can work simple form boards				
L. Can see size and shape relationship between objects				
M. Finds missing parts of objects				
N. Sorts category cards of objects or people				

*Insert the date each level of competency is achieved.

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
O. Recognizes own name on labels				
P. Matches abstract single symbols				
Q. Builds own name with magnetic letters				
R. Can take simple direction				
S. Can take short series of directions concerning art work				
T. Can see functional connection between objects (concrete or pictured)				
U. Has learned several nursery rhymes, songs, finger plays				
V. Can participate in story telling to best of his oral ability				
W. Can observe and remember items in a picture				
X. Tells familiar stories using aids, pictures, or figures				
Y. Participates in dramatizing familiar stories				
II. PARTICIPATION				
A. Initiates sharing				
B. Initiates taking turns				
C. Initiates cooperative situations				
D. Speech and behavior are socially acceptable				
E. Initiates and contributes to group activities				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
III. ACCEPTING RESPONSIBILITY				
A. Conforms to prescribed limitations of physical environment				
B. Willingly follows and completes directions				
C. Respects his own and others' property				
D. Makes simple choice when occasion arises				
E. Starts and completes tasks without supervision				
IV. SELF CARE				
A. Washes and dries well and leaves room neat				
B. Independent in caring for toilet needs				
C. Remembers to brush teeth				
D. Uses fountain and drinking utensils properly				
E. Always combs hair neatly and independently				
V. PERSONAL ROUTINES AND SAFETY				
A. Dresses self independently including zipping, buttoning, and buckling				
B. Takes jackets and coats off independently				
C. Eats neatly and quietly using utensils skillfully				
D. Cares for materials and uses them safely				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
VI. PREPARING FOR LUNCH				
A. Independently prepares for lunch				
B. Lines up with group				
C. Does what he is told				
D. Cleans the table when he has finished				
VII. CLEANING				
A. Washes and dries toy eating utensils				
B. Can sweep an area well, sweeping dust into a pan				
C. Removes necessary objects and dusts well				
VIII. RUNNING ERRANDS				
A. Carries note and can execute errand anywhere in building				
B. Answers door properly, opens door when visitor leaves, and says goodbye				
IX. LANGUAGE DEVELOPMENT				
A. Sustains attention, relates, and recalls sequence of events				
B. Comprehends and responds to verbal statements or instructions				
C. Uses social words meaningfully and spontaneously				
D. Forms and completes intelligible sentences				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
E. Tells a story without assistance				
F. Prints name without assistance				
G. Understands meaning of symbols to 10--1-2-3-4-5-6-7-8-9-10				
H. Tells time by hour or half hour				
I. Responds with proper action to safety signs				
X. MUSIC DEVELOPMENT				
A. Always listens readily and attentively to music				
B. Can sing a complete melody				
C. Uses body to interpret all types of rhythms				
D. Plays willingly all musical instruments with the group				
XI. ARTS AND CRAFTS				
A. Can draw a meaningful picture				
B. Can use many colors attractively in a composition				
C. Creates many designs with finger paint				
D. Cuts, folds, and pastes paper independently				
E. Creates recognizable objects from clay				
F. Can lace, string, braid, or weave				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
XII. GROSS MUSCLE ACTIVITIES				
A. Has skill in walking, marching, galloping, running, hopping, and skipping				
B. Can jump and bend properly				
C. Has skill in rolling, bouncing, throwing, catching, and kicking				
D. Has skill and coordination in pulling, pushing, lifting, and carrying				
E. Uses all tools properly, skillfully, and safely				
XIII. SMALLER OR FINE MUSCULAR ACTIVITIES				
A. Can produce recognizable results when folding, pasting, modeling, or painting				
B. Can lace, zip, button, unbutton, snap, and buckle				
C. Can use tools well				

APPENDIX B

PARENTS' PERMISSION FOR FIELD TRIPS

Special Education Class
_____ School
_____, 19____

_____ has my permission to go on all field trips
(Name of child)
and/or short excursions at any time during the school year that the teacher may deem necessary for concrete experiences. These trips will be well-planned and all precautions will be taken to prevent any accident. I understand, however, that neither the _____School nor the _____ School District can assume responsibility for any accident involving my child while on the excursion.

_____
(Parent's Signature)

It is wise to secure permission from the parents for such outings and field trips. The most feasible way is to ask the parent to grant a blanket permission for all such excursions to be made during the year. This suggested form may be used.